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ABSTRACT

This project provided for a continuing experimental education program co-sponsored by the Oregon State Public Welfare Commission, the Portland State College School of Social Work, and the Division of Continuing Education in the Oregon State Department of Higher Education. It was designed to provide a practice-focused approach to professional training of workers who had not received graduate training in social work, but had developed well in the public welfare setting. There were 60 participants each year, with not more than 50 from the public welfare setting. The program consisted of 3 12-week quarters, with 12 2-hour sessions weekly in each quarter. Elliot Studt's educational theories formed the frame of reference for the educational curriculum. Pre- and posttests were made, and various methods were used to evaluate the effectiveness of this program in contrast to the on-going agency in-service training program. This volume contains the summary and evaluations of each year's program, a study of the characteristics of the students involved in the program, and a summary of the research findings. (Author)

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FINAL REPORT

CERTIFICATE PROGRAM IN THE SOCIAL SERVICES

A Section 1115 Project sponsored by the Oregon State Public Welfare Commission, The School of Social Work Portland State University, in cooperation with the Division of Continuing Education, Oregon State System of Higher Education

Portland, Oregon
July 1969

VT 010 896

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PREFACE

We are pleased to present our final report for the Certificate Program in the Social Services. In the three years in which the Certificate Program operated, three classes, a total of 227 students have graduated.

There is considerable evidence that the Certificate Program has demonstrated itself to be a valuable adjunct to agencies' existing inservice training programs. The Certificate Program has resulted in the strengthening of commitment of the student to the Public Welfare agency; it has increased their understanding of the breadth of human problems and has added to their skills of working with clients and community agencies.

As one views the changes occurring in the structure and operation of public programs federal, state and local, the educational goals of the Certificate Program were particularly relevant to the times. Educational goals reflected the influence of profound societal changes which occurred over the last three years; trends and events in the greater society affect every practitioner's work role. Educational goals were framed against an understanding of societal changes as they affected the students' agencies, their clients and themselves.

Starting with the idea of developing a substantial professional education program in one year, the success in carrying out this idea is attributable to, among other factors, the productive, harmonious working relationship between personnel of the Staff Development Division of the Oregon State Public Welfare Commission and the faculty of the Certificate Program.

Much credit is due to the dedication of our part- and full-time staff. We were fortunate in having been able to recruit a faculty of seasoned practitioners for classroom instruction. A remarkable part of our experience was that the faculty, which represented a variety of disciplines, such as vocational rehabilitation, social work, psychology, medicine, etc., demonstrated effective multi-disciplinary collaboration.

The three year demonstration phase of the Certificate Program comes to an end. The Program will continue, now as an established integral part of the continuing education system.

Oscar Kurren, Ph. D.
Project Director

INTRODUCTION

This final report is the culmination of three years of a special education project which was sponsored cooperatively by the Oregon State Public Welfare Commission, the School of Social Work, Portland State University and the Division of Continuing Education, Oregon State System of Higher Education. The project was funded by a Federal Demonstration Grant under Section 1115 of the Social Security Act.

This final report will be not only a summary of our three years' experience but will also attempt to clarify and compare the changes which occurred over the three years and the reasons for those changes. We hope that this report could be a valuable source book for other agencies and schools of social work who would be attempting a similar educational program.

The final report consists of three volumes: Volume I, "The Final Report," Volume II, "The Teaching Notes," and Volume III, "Superivors' Handbook."

Volume I contains the summary and evaluations of each year's Program, an evaluation of the effectiveness of the Certificate Program, the characteristics of the students who were involved in the Program and a summary of the research findings. Volume I will also contain the appendices of each year's syllabi, Public Welfare Executive Bulletins and other Public Welfare material, assessment forms used, the roster of the Certificate Program faculty and statistical tables and reports. Volume II, which contains the teaching notes, will include a model of teaching notes used by the Certificate Program faculty and of the visual and other teaching aids used. The Supervisors' Handbook will contain a summary description of the Certificate Program curriculum to guide supervisory focus, the purpose for which the handbook is to be used and a bibliography of the suggested readings.

In reflecting back over the three and more years of planning and implementation of the Certificate Program, one is impressed by the number of people and organizations which contributed to making the Certificate Program an effective program. Gordon Hearn, Dean of the School of Social Work, Portland State University, and his faculty saw the need for a strong continuing education program which would provide services to social workers in the community through the cooperation of the Oregon Division of Continuing Education; through the School's effort, a Director of Continuing Education for Social Work was hired in 1965. The Director, Dr. Oscar Kurren, worked in close collaboration with the Oregon State Public Welfare Commission in developing a program which eventually included the Certificate Program in the Social Services. Recognition should go to the Administrator of the Oregon State Public Welfare Commission, Mr. Andrew Juras, for his implementation and realization that an educational opportunity which supplemented his caseworkers' inservice training could be a valuable experience. Particular acknowledgment should go to the first Director of the Oregon State Public Welfare Staff Development Division, Miss Elizabeth Goddard (now retired). She and her staff worked in close collaboration with Dr. Kurren in developing the basic ideas of the Certificate Program. Dr. Leroy Pierson, Head, Portland Center, Division of Continuing Education, was most instrumental in facilitating working relationships with both the School of Social Work and the State Public Welfare Commission. A number of local practitioners, including some non-social workers, were extremely helpful in the formative months of the Certificate Program in assisting in developing broad outlines for curriculum and in some instances providing teaching assistance in the Program.

Finally, recognition and appreciation must be given to the students who invested their time, energy and interest in the Certificate Program. Without their consistent involvement and support, the Certificate Program would not have been the success which we believe it was.

CHAPTER I

History of the Certificate Program

Oregon Situation

In direct response to the need for professional training for the more than eighty percent of the social workers employed in Oregon social agencies who have not had graduate training in social work, the School of Social Work, Portland State University, in cooperation with the Division of Continuing Education, Oregon State System of Higher Education, established in August, 1965, a statewide program of Continuing Education for Social Work.

Immediately following the appointment of a Coordinator for the Continuing Education for Social Work Program, a series of planning conferences were held with representatives of the Staff Development Division of the Oregon State Public Welfare Commission. Numerous conferences were also held with other Public Welfare Commission staff on the state and local level, including representatives from Public Assistance and Child Welfare Divisions, county administrators, supervisors and caseworkers. The Director accompanied casework staff on field trips and participated in unit staff conferences on case management.

Conferences were held with representatives of other public and voluntary agencies and with the various professional associations, in particular the Education Committee of the Oregon Chapter of the National Association of Social Workers.

A General Advisory Committee[1] composed of representatives of the major social welfare agencies and organizations in Oregon was formed; its purpose is to develop the policy guidelines and to secure the requisite support of the community, both professional and lay, for the Continuing Education for Social Work Program.

The Certificate Program in the Social Services was developed and designed primarily for the Public Welfare workers who had a Bachelor's degree. At the time of the Committee's study, the Oregon State Public Welfare Commission employed 760 people: 60 of those people had an MSW and 30 had one year of graduate education. By far the majority, approximately 550 of Public Welfare workers had the Bachelor's degree and no advanced social work education. Those with graduate training in social work served primarily in an administrative or supervisory role. A study completed by the Oregon National Association of Social Workers Chapter in 1962 found that comparable rates prevail nationally.

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[1] Appendix A contains the names and positions of the General Advisory Committee members.

The unresolved problem of inadequate education of personnel has long been identified as major contributor to staff turnover. Unable to understand the nature of complex personal and environmental problems faced by individuals and families in the modern social climate and not possessing the tools for effective professional intervention, caseworkers lost their original motivation and interest in continued service to clients in Public Welfare. The need for professional education and inservice training had not gone unnoticed by national and state leaders in social welfare. In 1962 amendments to the Social Security Act provided substantial new means and approaches to staff development.

As the General Advisory Committee and other committees worked together, it was decided that the proposed Certificate Program was not to supplant agency inservice training programs but should be specifically designed to supplement and strengthen the existing inservice staff training programs. In this way, the advantages of both education and training could be brought to bear upon the obvious learning needs of casework staff in Public Welfare.

Aim and Nature of the Certificate Program

The Certificate Program was conceived as a program to provide a practice-focused approach to professional education of caseworkers in Public Welfare who had not received graduate education in social work. A prime objective of the proposed educational program was to develop greater skill on the part of the caseworker in the formulation of, and even more important, the effective follow through of a treatment plan; formulation and follow through hinged on three key variables:

- diagnostic acuity in identifying the nature of individual and family needs in the context of their total social environment.

- awareness of the availability of the necessary resources and competency in securing social resources.

- a possession of the requisite knowledge and skills in social work methods of intervention.

Based on the stated objectives of the Certificate Program and on the three key variables, it was proposed that a "field of problem management" approach to training would provide the most comprehensive educational design for achieving the Program's goals. As defined by Elliot Studt,[2] a field of problem management is an "action system established by society to manage social problems generated by conditions of modern life." Examples of action systems include corrections, health care, employment, income maintenance and child welfare.

The significance of a field of practice management approach to training is that it focuses attention on the total social environment of practice. Caseworker and client are viewed interacting within the context of an action system. A field of problem management approach to practice enables us, to quote from Studt:

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[2] Studt, Elliot, "Fields of Social Work Practice: Organizing Our Resources for More Effective Practice," Social Work Vol. 10, No. 4, October 1965.

> "to ask what is it about a field of practice as an environment for social work action that makes a difference in what the social worker and his client do together. In this kind of inquiry we are using the term social environment somewhat differently than is customary in social work practice theory.
>
> In most analyses of practice we think of the relevant social environment in terms of the client's personal community. We ask questions about how the client interrelates with persons who are significant to him in his daily life, e.g., family peers, teachers, employers, and others who directly affect his behavior and oreintations. Using this client-in-situation unit for analysis allows us to make generalizations at one level about the nature of problematic situations and to derive principles for the various kinds of social work intervention.
>
> The social environment to which we refer when talking of fields of practice encompasses both the social worker and his client as they interact together. Use of this larger unit of analysis allows us to ask what social forces bring the worker and his client together in one field rather than another, and how field factors influence the activities in which they engage, and the resources to which they have access, and the roles established in the helping process, and what adaptations in practice appear in response to the conditions established by this encompassing social environment."[3]

The Certificate Program was proposed to be a demonstration in professional education which was designed to provide a framework for preparing the Public Welfare caseworker to function in the practice model similar to that developed by Elliot Studt. The specific educational objectives for the Certificate Program were outlined as follows:

-- to enhance caseworkers' awareness of the organizational context, values, primary strategies, and organizational roles for caseworker and client within the fields of problem management selected for study in the Certificate Program (Health, Employment and Child Care Systems).

-- To define the nature of social work functioning in the various fields of problem management to be studied.

-- to develop further skills in social work intervention.

Implementation

The preceding work on conceptualization of the aims of the Certificate Program and the implementation of the Program was completed in a period of approximately four months. A grant proposal[4] was submitted to the Oregon State Public Welfare Commission and to the Federal Government; the proposal was approved on a three-year basis on March 2, 1966. The Coordinator was employed on a full-time basis on June 20, 1966. During the winter and spring months, the Coordinator and the Director of Continuing Education for Social Work met on a regular basis with the various curriculum building teams. The curriculum was developed around three fields of problem management: child care, health and employment. A curriculum building team for each of the three areas was recruited.[5] The members of the curriculum teams were chosen for their experience and education in the particular area being developed.

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[3] Ibid, Studt.

[4] See Appendix B .

The Curriculum Building Team for the Health area consisted of seven individuals who represented the following areas of service: Veterans' Administration, Public Health, Medical Social Work Consultants in the Public Welfare Commission and the University of Oregon Medical School and a cultural anthropologist who was a professor at Portland State University. In addition to these six people, the Director of Continuing Education for Social Work (who formerly was a Medical Social Worker) served as Chairman of the Health Curriculum Building Team.

The Curriculum Building Team for Child Care included five individuals representing the following professional settings: Portland State University School of Social Work faculty member (the chairman), private practice of psychiatry, a supervisor in a residential home for disturbed children, a Public Welfare Child Welfare Department Field Staff member

The Curriculum Building Team for Employment consisted of five individuals representing the areas of medical psychology (chairman), the State Vocational Rehabilitation Division, Bureau of Labor, Oregon State Employment Service and the Oregon Public Welfare Commission, Case Review Unit. The six teachers who taught the three areas were all members of a Curriculum Building Team.

In addition to the Curriculum Building Teams, a Committee on Research and Evaluation was established.[6]

The Coordinator of the Program began work on a full-time basis two months before the first class was to meet. Before and during that time, a number of recruiting operations had been undertaken. The Oregon State Public Welfare Commission had sent notices to the county caseworkers who would be eligible for the first year program, and in addition, the Coordinator and Director of the Program had had a number of personal contacts with county agencies.[7] Two centers of education, one in Portland, the largest city in Oregon, and the other in Albany, approximately 70 miles south of Portland, were established for the first year. At the time that the Coordinator took the position on a full-time basis, her responsibilities for the implementation of the Program became complete. Among those responsibilities were those of finding suitable classrooms, meeting with the teachers to provide overall curriculum planning leadership and to cooperate with the Public Welfare Commission in recruiting students and making arrangements for those students' enrollment.

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[5] See Appendix A for names of original curriculum building teams.

[6] See Appendix A for names of the Committee on Research and Evaluation.

[7] Public Welfare Bulletins and material from the Certificate Program Brochure

First Year: 1966-67

The Certificate Program began with a seminar week, held one week before the beginning of center classes and was designed with two purposes in mind: to acquaint the student with the academic framework of the Program and to help to view himself as an agent of change in a large network of social services. The school year was concluded with a five-day seminar to recapitulate and synthesize the preceding nine months of course work.[8]

The first year's students, school year 1966-67, consisted of 50 Public Welfare workers from 13 northern and central counties in the State. In addition, nine non-Public Welfare students were enrolled: seven Portland Junior League members, a Deputy Sheriff from the Multnomah County Sheriff's Department, Portland, and one child care worker from the Boys and Girls Aid Society, Portland. Characteristics of the first year's students are contained in Chapter V of this volume. As it is spelled out in detail in Chapter III of this volume, it is only sufficient to note here that in the first year, the only full-time person in the Certificate Program was the Coordinator. The part-time people included one clerical person, six teachers (including the Coordinator) and assorted classroom consultants.[9]

Second Year: 1967-68

The second school year saw a considerable expansion in the number of students enrolled and an increase in the number of teaching centers. Ninety-five students were enrolled in five teaching centers. In addition to the original teaching center in Portland, the Albany Center was moved to Eugene (40 miles south of Albany); La Grande, approximately 300 miles east of Portland, in Grants Pass, approximately 300 miles south of Portland, and a Supervisors' Center in Salem, 50 miles south of Portland.[10] With the second year's operation three substantial changes occurred, one concerning changes in curriculum design, another in the reduction from five to two part-time teachers, and a change in class meeting times from once a week to bi-monthly meetings. These changes are discussed more fully in Chapter IV.

The second school year was preceded by a five-day seminar in the fall and concluded by a five-day seminar in the spring of that year.[11]

Third Year: 1968-69

In the third year, student enrollment numbered the same as the second year, but the teaching centers were reduced from five to four. The centers in the third year were located in four locations: Portland, Eugene, Bend and Roseburg.[12] The latter two are additional centers where the Certificate Program previously had not been located; Roseburg is approximately 100 miles south of Eugene and Bend is located in the geographical center of the State, approximately 200 miles southeast of Portland.

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[8] Fall and spring seminar programs contained in Appendix D.

[9] Faculty and consultants for the first year are listed in Appendix A.

[10] Map of Oregon showing centers is contained in Appendix E.

[11] Fall and spring seminars, 1967-68, are contained in Appendix D.

[12] See Appendix E for locations of centers, 1968-69.

Classes were preceded by a three-day fall seminar and concluded with a four-day spring seminar.[13] The major change which occurred in the third year was the employment of three full-time and no part-time faculty.

Summary

The Certificate Program has concluded its third year of operation. During that time 227 individuals have graduated with a Certificate in the Social Services. The Certificate Program was a nine-month educational program designed particularly for Public Welfare workers. The Program was financed by a Federal Demonstration Grant under Section 115 of the Social Security Act and was developed through the combined efforts of the Oregon State Public Welfare Commission and Portland State University School of Social Work in cooperation with the Division of Continuing Education, Oregon State System of Higher Education.

Curriculum was developed within a framework of a field of problem management concept, utilizing a social system approach. Within this framework three fields of problem management were studied: child rearing, health and employment. Analysis of these fields of problem management included a definition of the problems, the social tasks and the service system. Methods of intervention were also studied, with particular emphasis on the role of the county public welfare caseworker.

The education provided by the Certificate Program was specifically designed to broaden and supplement the basic generic content of the Staff Development Division's inservice training program for caseworkers. Both learning experiences have some broad goals in common and both have goals specific to themselves. It was necessary that the educational plans and goals be carefully defined by both the Staff Development Division and the Certificate Program. A statement to clarify the different and common goals was prepared by the two staffs; that statement is contained in Chapter II.

As the Certificate Program developed its curriculum and as the Public Welfare Commission began to receive feedback about the Certificate Program, the stated goals of the Certificate Program could be more clearly evaluated. And as these goals could be evaluated, it was also possible to determine more clearly the role of Continuing Education in Social Work for a Public Welfare Department. As personnel from the Certificate Program and Public Welfare Staff Development Division discussed these goals and expectations, a framework was developed to describe out model of inservice training and continuing education. The following model was written by the Director of Staff Development, the Certificate Program's Project Director and Coordinator in an attempt to clarify the basic framework for an educational program which was contracted for by the Staff Development Division. The paper has been consequently published in the March, 1969, issue of the Social Work Education Reporter, and is reprinted with their permission.

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[13] Fall and spring seminar programs are contained in Appendix D .

CHAPTER II

ONE MODEL FOR AN INTERRELATED PROGRAM OF IN-SERVICE TRAINING AND CONTINUING EDUCATION IN SOCIAL WORK

by Oscar Kurren, Wilbur Finch and Sonja Matison *

INTRODUCTION

With the rapid expansion and change in public welfare programs, the competence of the casework staff must reflect an increasing ability to intercept social problems and to meet them with imaginative services. The training and education of the public welfare caseworker with his BA degree, aimed at achieving such competence, will require expansion of agency and community higher education resources. One possible solution to achieving program goals would seem to be greater planned use of continuing education programs, sponsored by schools of social work, as a means of complementing and supplementing the agency's in-service training program. Two questions must be answered in seeking to develop an inter-related program of in-service training and a planned program of continuing education. First, what are the major differences in educational goals between in-service staff training and a planned program of continuing education? Second, what content is most appropriately taught by each?

In September, 1966, an experimental program of continuing education for the public welfare caseworker with a BA degree was established at Portland State College. Its purpose was to determine how a planned concept of continuing education could be interrelated with agency in-service training to achieve an overall educational design. Funded by a Federal Demonstration Grant under Section 1115 of the Social Security Act, the "Certificate Program in the Social Services" was developed under the joint sponsoring of the Portland State College School of Social Work, in cooperation with the State Division of Continuing Education and the Oregon State Public Welfare Commission.

A PLANNED CONCEPT OF CONTINUING EDUCATION IN SOCIAL WORK

Continuing education programs sponsored by schools of social work for the BA-level worker who is employed by public welfare and other large scale public and voluntary agencies have usually consisted of separate, unrelated courses, and short-term workshops and institutes. These educational offerings have not been characterized by continuity, sequence, or integration in curriculum content--hallmarks of a professional program in social work education; rather, they have served a narrow, circumscribed role as an "extension" of in-service training. Since they have never been considered as constituting professional social work education, no academic credits have been awarded by the various schools for those attending the extension courses.

A planned concept of continuing education, as distinguished from the "extension model," rests on a different frame of reference in educational design and programming.

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First, education for social work at all levels--undergraduate, graduate, and continuing education--contains certain common knowledge, value orientations, and practice concepts which can be conceptualized on a continuum ranging from basic, relatively uncomplicated ideas, to complex theoretical formulations. Differences that do exist in the educational offerings among the elements that comprise a total system of social work education are in terms of degree, emphasis, and purpose.

Second, the purpose of a planned program of continuing education is to provide an introduction or "vestibule experience" to professional social work education. To accomplish effectively the mission of serving as a bridge to professional social work education, a planned program of continuing education for the BA-level worker must represent a significant departure in educational content and objective from in-service training. But it cannot be a watered-down version of the graduate program of social work education. The curriculum content must be designed so as to creatively provide a truly professional orientation to social work practice.

Third, conceptualizing continuing education as an integral part of professional social work education implies a structured relationship among the parts that constitute the total system of professional social work education. The career ladder concept for manpower development in social work is a matter of serious concern and of high priority in a planned program of continuing education for the BA-level worker. Implicit in this concept is weaving into the fabric of the total system the full range of benefits of the academic system for all levels of social work personnel: the associate, baccalaureate, and graduate levels. A planned program of continuing education, by virtue of its facilitative and integrative role relationship with the other parts of the total system, can provide access to the academic awards (credential system) in social work education, or it can serve as the "opportunity structure" for social work personnel possessing varying levels of education and experience.

A fourth element, essential for the articulation of a planned, comprehensive program of continuing education, is a well-conceived and soundly organized base for continuing education programming. A program of continuing education must be conceptualized as a social system or, more precisely, as a sub-system within the larger system of social work education. As a social system, it exhibits the following characteristics:

a. defined boundary or domain for continuing education programming;
b. objectives, goals, and standards;
c. established communication process among the totality of interdependent parts constituting the total system of social work education; and
d. internal organization, function, and process.

The extent of availability of a well-qualified teaching and administrative staff, of adequate funding, work space, and materials, determines, in large part, the educational institution's capability for mounting a comprehensive program of continuing education.

THE EDUCATIONAL BASE FOR IN-SERVICE TRAINING

In-service training for staff development is an essential component of agency administration and is aimed at providing the staff with the skills, knowledge, and competence to assure that the purposes and goals of the agency's program are achieved. Beginning with the task of the caseworker and guided by the program of the agency, in-service training is continuous from the point at which the caseworker begins his employment to the time of his termination. One can generally identify two specific and distinct areas of training which, in reality, must blend together. The induction, or orientation, period focuses upon the introduction of the new employee to the agency and provides him with the beginning knowledge and skill needed to perform the task for which he will be given responsibility. The second area, ongoing training, is aimed at providing more experienced staff with the knowledge and skills needed to perform new assigned tasks, to incorporate changes in policy, program, and function and, generally, to achieve the maximum level of effectiveness, taking into account the ability and potential of each staff member.

The design of any in-service training curriculum usually proceeds through a series of curriculum-building processes. It is first necessary to identify the learning needs of staff. When these are known, attention focuses upon defining the instructional objectives. This is followed by consideration of the content needed to achieve these objectives. However, the question should be asked: "Who can most effectively teach this material to the casework staff?" Traditionally, and probably out of necessity, staff training has tended to include the teaching of a broad range of material, sometimes beyond what was necessarily related to the caseworker's assigned task. In part, this has been necessary because continuing education programs have not been designed to provide content and knowledge that would supplement, on a planned basis, the agency's own efforts. In Oregon, where a program of continuing education in social work was almost nonexistent prior to the fall of 1965, a unique opportunity arose for planning and interrelating the agency's in-service training curriculum with a continuing education program for caseworkers who had not had graduate education.

Success in any such program will depend, at least in part, upon a clear understanding of the two separate functions of in-service training and continuing education. Certainly, content that must focus upon the agency's program and the specific skills that a caseworker will need to perform his job assignment can only be taught by the agency staff. Also, there is a core of knowledge in social work practice which, because of its unique ability to combine effectively and to utilize formalized group sessions and individual supervision, any agency must teach in order to achieve program objectives. At the same time, today's public welfare caseworker, in providing services to clients, must have increasing knowledge and skill in order to effectively utilize the service systems of the community, designed to meet the individual needs of clients, as well as to understand the nature of the social problem and the social task of the worker and client. Such knowledge, although certainly related to both agency programs and caseworker tasks, can be presented from other viewpoints as well. Could continuing education teach such material more effectively within a societal context, because of its place outside of the agency's administrative structure? Such an idea has contributed to the development of the Certificate Program in the Social Services.

THE EDUCATIONAL BASE FOR THE CERTIFICATE PROGRAM IN THE SOCIAL SERVICES

The conceptual framework for the Certificate Program in the Social Services is based on the theoretical construct of a "field-of-problem management."[14] A field-of-problem management approach to curriculum design is an effort at organizing, within a functional framework, the dynamic interplay of three elements or field forces in a given field of practice: the social problem, the service systems legitimated by society for meeting the social problem, and the nature of social task for worker and client in a given social problem area.

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[14] For a complete description of field-of-problem management approach to curriculum development, see Elliot Studt, A Conceptual Approach to Teaching Materials (New York: Council on Social Work Education, 1965).

SCHEMATIC PRESENTATION OF THE CERTIFICATE PROGRAM IN THE SOCIAL SERVICES

Orientation-Fall Seminar--1 Week

Fall Quarter	Winter Quarter	Spring Quarter
Field of Problem Management Child Care	Field of Problem Management Health Care	Field of Problem Management Employment
Social Problem Community Service Systems Social Task for Worker and Client	Social Problem Community Service Systems Social Task for Worker and Client	Social Problem Community Service Systems Social Task for Worker and Client
12 Weeks--2 hrs. per wk.	12 Weeks--2 hrs. per wk	12 Weeks--2 hrs per wk.

Spring Concluding Seminar--1 Week

Three fields-of-problem management were selected as representative of problems faced by public welfare caseworkers: child care, health, and employment. Utilizing the organizing dimensions of social problem, social task, and social service systems, each academic quarter deals exclusively with one problem. The social problem is defined from three aspects: from the larger community or society's viewpoint (e.g.,historically and currently); as perceived by relevant professionals; and as perceived by the client, his family, and his peer group. Within the same quarter, the network of community services for the particular social problem area is reviewed. For example, in the area of health care, the three sub-systems of health care are studied: the system of entrepreneurial medical care, the community hospital and clinic system, and the public health system. Each sub-system is examined in relation to its community mandate for service, value orientation of the system and the professionals involved, and the organizational characteristics. In the final third of the academic quarter, the relevant social tasks of worker and client are examined. The underlying assumption for a field-of-problem management approach to curriculum building is that the public welfare caseworker cannot understand, communicate, or relate effectively to his constituents unless he understands the values, goals, and strategies of the system or field-of-problem management with which he is working.

For example, if it is understood that the primary goal of a public employment office is to provide a service (i.e., manpower) to the *employer*, the worker must consider alternative strategies in helping the unemployed person in securing a job; it is no longer sufficient to refer a public welfare client by rote to the public employment office. The public welfare caseworker must understand, within a holistic framework, the potential employer's needs, the workings of the employment agency, and the ways of helping the client to meet the two systems' needs.

Throughout the entire Certificate Program sequence strong emphasis is placed on the family, especially the lower socio-economic family, as a system. Particular attention is given to the style of life of the lower socio-economic family and the potential communication gaps between the poor and affluent groups in society. Implicit in the idea of different styles of life, and the communication patterns involved, is that the "typical" public welfare caseworker has essentially a middle-class orientation with all that this connotates. This fact leads to problems in communication and identification with his lower socio-economic client. Furthermore, it is recognized that professional members of community service systems have the same middle-class orientation, further impounding and complicating communication with the poor in our society.

Although each quarter can be viewed as a discrete entity, i.e., child-care systems, health systems, and employment systems, there are underlying common threads that bind the total program. These are: every client is or was a member of a family; the family is a social system with idiosyncratic values, goals and communications; families interact with other systems; the systems may have dissimilar or conflicting values, goals and communication patterns; and the public welfare worker needs to understand the pertinent social system in order to render effective, meaningful service to his clients.

STEPS TO ACHIEVE AN INTERRELATED PROGRAM

In developing and designing the curriculum of the Certificate Program, curriculum-building teams were formed and assigned the task of identifying the content needed to achieve the instructional objectives in the three fields-of-problem management to be studied: child care, health, and employment. The members of these various teams were drawn from agency program and training staff, faculty members from the school of social work, and staff from other community agencies. Overall liaison responsibilities have been centralized in the staff development division and the continued supplemental purpose assured and maintained through regularly planned conferences with the coordinator of the Certificate Program as well as through periodic joint staff meetings.

Periods of change within the agency require that the teaching faculty of the Certificate Program be aware of major changes in the agency's program so that, when these are brought by the participants to their class sessions, the faculty can appropriately and positively adapt their content to the more immediate need of the concerned staff. Joint planning involving problems in curriculum, teaching-learning conflicts, etc. has assured continued program development and effectiveness.

At the end of each program year, the Certificate Program faculty prepares an assessment of each participant that becomes a part of that staff member's training record in the agency. An important contribution is made by such an assessment in planning later ongoing in-service training sessions and activities for staff members who have completed the program.

A COMPARISON OF THE TWO PROGRAMS

STAFF DEVELOPMENT DIVISION TRAINING PROGRAM

A Plan for Training

The in-service caseworker training program is viewed in terms of three levels of training. The first involves generic content needed by all caseworkers, regardless of their assignment within the agency. For example, there are a number of basic concepts of casework practice, knowledge of human growth and development, and an understanding of normal family functioning--all basic to the problem-solving process of casework with clients.

The second level of training involves knowledge needed by various groups of staff in addition to the generic content of the first level. For example, family service and child welfare caseworkers will need additional understanding of the effects of separation upon the child at his differing levels of development, and the adult caseworker may need more understanding of the effects of aging upon the individual.

The last level of training might be termed program training, which different caseworkers will need, depending upon their program assignment. For example, family service caseworkers will need program training on protective services, intake processing caseworkers on crisis intervention at intake, and the adoption caseworker on adoption services.

Beginning with the seventh month of employment and continuing for a two-year period, each caseworker is provided training in four general content areas generic to all casework assignments in public welfare. Designed primarily for the caseworker with a BA degree, these four areas include:

1. Human Growth and Behavior
2. The Meaning of Illness
3. Child Care and Development
4. Casework Practice with Adults and Children

In addition to the above, planned training sessions are scheduled in areas identified as having program priority and are related more specifically to the second and third level of training for selected staff who are presently involved in, or who have completed, generic training.

A Framework for Training

Seeking to provide a framework for assessing the psycho-social functioning of the individual within the context of the family group, the basic curriculum focuses upon individualizing the family members and assessing individual and family social functioning. Since it is believed that skill in casework practice will come from understanding the client and his needs, the content of in-service training will focus on who the client is, what has brought him to the agency, where the caseworker can assist the client with family and personal problems, when casework intervention is needed, why the client needs agency services, and how these services can be provided. Emphasis is placed upon the client-caseworker relationship as the means and context of treatment.

Although both the outer and inner resources and environment are a major consideration, emphasis is placed on the inner environment of the individual and his functioning. Primary attention is given to the social environment of the family where the child will acquire his social values. The caseworker's intervention in the family is of prime concern, and the content of training provided is developed so as to be readily used by the caseworker in his work with individual clients.

The Content of Generic In-Service Training

1. Human Growth and Behavior

   In seeking to provide a framework for casework practice, content focuses upon: (1) cultural values, (2) introduction of some psychoanalytic principles (i.e. psychological determinism, the unconscious,goal directedness, and the principles of epigenesis), (3) the organization of the personality--a conceptual framework with definitions, functions, and interrelationships, and (4) Erikson's eight stages of development.

2. The Meaning of Illness

In broadening the caseworker's understanding of the meaning of illness, attention is focused upon the health problems of clients, the client and the caseworker's attitudes and feelings toward health and illness, the medical-social diagnosis, and principles that govern the casework in providing services in the area of health. Specific illnesses are discussed in applying concepts of casework practice, in considering the use of medical resources, and in discussing caseworker-doctor-patient relationships within the agency's medical program.

3. Child Care

Seeking to broaden the caseworker's base for work with families, consideration is given to the normal family, its child-rearing functions, and blocks to family functioning. The needs of children are identified in terms of developmental stages; the reasons for family breakdown and the use of supplemental care in casework services are considered. Differentiation between the various aspects of the agency's program of services to children is sought and identified as a resource in the area of child care, as are the broader community resources.

4. Casework Practice with Children and Adults

The content of this area of training focuses initially upon the social study, and how it relates to diagnosis and treatment, and upon the role of the caseworker in providing services to clients. Oregon's case classification program is used as a method for teaching a study-diagnosis-treatment framework of casework practice.

The use of such a framework of casework practice, utilizing a problem-solving process, and focusing upon the ongoing services provided to clients, as well as the caseworker's use of self in the treatment process, constitutes a second phase of training in this content area. Diagnostic considerations, communication, and techniques of intervention are discussed as they are utilized within the caseworker-client relationship and adaptations made in work with families.

Direct casework with children at their various levels of development is a necessary part of training for those caseworkers working directly with children. This is discussed and considered in relation to the appropriate tasks of development. The language and means of communication for children are explored with consideration of appropriate means and timing of direct intervention and the corresponding work with parents.

THE CERTIFICATE PROGRAM IN THE SOCIAL SERVICES

A Plan for Education

Utilizing a field-of-problem management approach, the Certificate Program in the social services has identified the content to be covered as follows: (1) The

Nature of Need; (2) Community Service Systems in Health, Family, and Employment; and (3) Social Work Intervention in a Field-of-Problem Management Context. In this program, the three problem areas of health, family, and employment serve as a focus in considering the social problem, the social task, and the service system.

The Certificate Program is a nine-month educational program for public welfare caseworkers who hold a permanent civil service rating of Caseworker 1, 2, or 3 and plan to remain with the agency for one year following completion of the Certificate Program unless granted educational leave. There are five Certificate Program centers, one of which is for supervisors.

The program for all students starts with a seminar on the Portland State College campus and concludes with another five-day seminar. During the school year, students attend classes for four hours every other week. A field-of-problem management approach to social work education provides the comprehensive educational design for acquiring: (1) diagnostic acuity in identifying individual and family needs in the content of their total social environments; (2) awareness of the availability of and the competency in the securing of necessary social resources; and (3) requisite knowledge and skills in social work methods of intervention. The significance of a field-of-problem management approach to social work education, based upon the writings of Elliot Studt, lies in its focus on the total social environment of practice.

A Framework for Education

Major emphasis is upon the individual's participation in several social systems, his status, role, and communication. Examples of these social systems are the family, the school, the individual's profession, and his community.

Although the casework treatment relationship is considered, more focus is placed on the interaction between the individual and his social systems. What social forces bring the caseworker and client together in the public welfare field of practice?

It is believed that the individual can be understood only in the context of his surroundings, that social relationships develop a certain uniformity, and that it is the orderly and systematic interaction of people that defines social systems. In considering the social problem, the social task, and the service system, attention is focused upon how problems are created and defined, the strategies and values of the various community service systems, and the choices open to the caseworker and client in problem-solving.

The Content of the Certificate Program

1. Child Care Systems

   This section includes content on an analysis of the structure of American society, which consists of a number of social systems, the family social system within this society, and the individual within the family. Particular study is made of the lower socio-economic as well as minority groups in our society.

   Attention is focused on: (1) the structure and function of a social system with particular emphasis on the family; (2) aspects of social class which affect values, attitudes, and behavior of family systems and individuals; (3) values and goals in relation to child-rearing and child welfare as expressed by child-oriented systems such as the family, the public welfare department, the juvenile courts, and other selected child-care institutions; and (4) the extent and manner of community intervention, including crisis intervention, in the family system in relation to child care. Particular emphasis is on the public welfare worker's role as agent of intervention, such as the use of casework and referral.

2. Health Systems

The content of this section includes an analysis of the components of the health care system in the United States and the delivery of health services. Attention is focused on the biodynamic point of view of health and illness and the three components of the medical care complex; the personal, which comprises the people needing health services; the professional, which comprises the organized arrangements for performing medical care functions; and the social. Each component is studied as a social system with sub-systems, and particular emphasis is placed on the analysis of three sub-systems of the professional component, namely the public health system, the community hospital system, and the system of private practice. The structure values, goals, and expectations of the people constituting these professional sub-systems, as well as the interaction of the systems, are studied.

In the study of the personal component, attention is focused on the concept of diseases and the determinants of health behavior, specically from a sociological and cultural standpoint.

Content covers the public welfare worker's intervention, including crisis intervention in the family system in relation to health problems. Emphasis is placed on the effect of individual values and beliefs on the attitude toward the need for and the use of health care on the part of the client.

3. Employment Systems

This section examines the meaning of employment and unemployment in the United States. Included in this is the history of employment in a number of societies, factors of changing economy, and religious beliefs and moral views as related to employment.

The employment system is studied in terms of three major sub-systems: the State Department of Employment, the Division of Vocational Rehabilitation, and private employers. Values and goals of each sub-system are analyzed in comparison with the values, goals, and attitudes of the public welfare client. The meaning of work is stressed as a factor in the individual's self-image and social adjustment and in the equilibrium within the family social system. Content also focuses on the role of the public welfare worker as an agent of intervention for the client, with particular emphasis on crisis intervention.

Specific methods and techniques of the employment counselor are studied in comparison with casework practice. Included in this section are specific job interviewing techniques and the use of community resources.

SUMMARY

Following a six-month period of orientation to the agency program and his specific job assignment, the caseworker in public welfare participates in an ongoing training program which initially provides social work content, generic to all service assignments within the agency. The Certificate Program, by design, supplements and builds upon this generic base. Whereas the content of in-service training focuses primarily upon the individual within the context of the family group, the Certificate Program emphasis is upon the societal context in which the individual lives and the social forces which impinge upon the social systems of which the individual is a part. One of the achievements of the Certificate Program to date has been its ability to provide, through its classes, a broader view of the agency and the community services than would probably be possible through in-service training. Developing an ability to assess critically social service systems, including public welfare, provides the caseworker with greater ability to use these agencies and resources effectively. He is encouraged to consider not only how the client and public welfare agency define the client's problem, but also how other agencies and resources define this problem.

From two years of experience, it appears that the Certificate Program in the social services has fully met the expectations of the organizations concerned and, most important, of the students enrolled in the program. The original two centers of instruction, established during the first year of the program have been expanded to five centers with some 96 participants. Through rotation of two of these centers, state coverage can be achieved over any three-year period, with permanent centers remaining in the more populated areas of the state.

CHAPTER III

Curriculum and Changes Over Three Years

The curriculum of the Certificate Program was schematically diagrammed in Chapter II in the following manner.

Figure 1

Fall Quarter:	Winter Quarter:	Spring Quarter:
Child Care	Health Care	Employment
Social Problems	Social Problems	Social Problems
Service Systems	Service Systems	Service Systems
Social Tasks	Social Tasks	Social Tasks

This model has been used as the underlying framework for the curriculum during the three years although some changes have been made from year to year. The changes are discussed after the following description. Each of the three fields of problem management can be viewed as a specific service care complex.[14a]

By definition, a complex is a whole made up of interrelated components. The specific complex consists of three major components. The interrelationships and interactions among these components provide the structure of the complex, giving it form and outlining its functions. The boundaries of the complex, its scope and direction, are determined by the varying goals and expectations each of the components brings to its participation in the service care process.

Components of the Complex

A service care complex consists of three components which are:

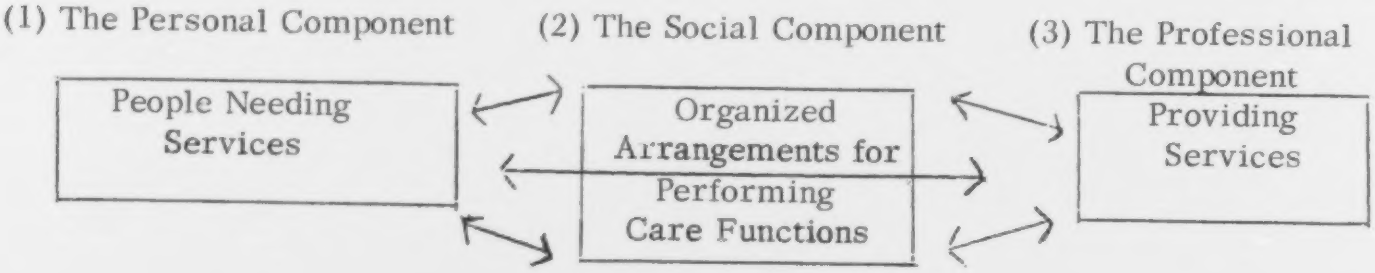
(1) The Personal Component
(2) The Social Component
(3) The Professional Component
People Needing Services
Organized Arrangements for Performing Care Functions
Providing Services

Figure 2 - The Service Care Complex: Components

[14a] "A Concept of Medical Care: Its Structure and Goals," from "A Guide to Medical Care Administration," Vol. 1, Concepts and Principles, prepared by the Program Area Committee on Medical Care Administration, American Public Health Association, Inc.

(1) The people needing personal services, referred to as the personal component. This component represents the individuals and families who, at some time in their lives, will need and use the specific services made available to them in the service care complex;

(2) The people who provide personal services, referred to as the professional component. This component represents the professionally trained individuals within that field and sub-professional persons who are employed to render auxilliary/supportive services;

(3) Organized arrangements for performing service functions are referred to as the social component. This component represents the public and private organizations in the community, state, and nation which perform various functions designed to make personal services available to the population. These functions include organizing the delivery of services, financing the purchase of services, regulating and improving standards of care, developing and allocating resources, and planning and coordinating relationships.

Structure of the Complex

The interrelationships and interactions among these components provide the structure for the service complex, giving it form and outlining its functions. This structure is indicated in Figure 3 by the reciprocal arrows drawn between the components.

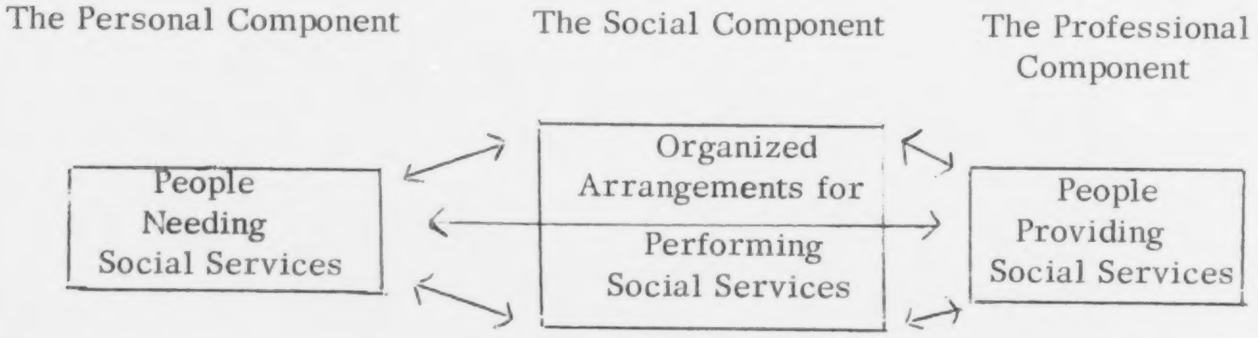
The Personal Component
The Social Component
The Professional Component
People Needing Social Services
Organized Arrangements for Performing Social Services
People Providing Social Services

Figure 3 - Structure of a Social Service Complex

The principal interaction is between the people needing personal services and those who provide these services. This interaction may be intimate and personal, as is the relationship between a caseworker and his client. Or it may be indirect and somewhat impersonal as in the administration of financial assistance programs to indigent families. But whether direct or indirect, the personal interaction involved in providing and receiving services forms the core of the service complex. People, as individuals, as families, or as groups, need and use personal services. These services are generally provided by other individuals employed by social agencies. But the social agencies per se do not provide services. They are, however, essential institutions through which personnel may be organized to provide services, where professional association and teamwork may be encouraged, and where many people with a variety of conditions may be cared for efficiently and effectively.

The Social Component

The social component represents the combined efforts of the people needing services and the persons providing these services to achieve mutual service and social goals. It is this organized concern with needs and goals broader than the single individual, concern with the needs of communities and the goals of society, which brings the designation "social" to this component.

In studying a field of problem management and the service structure of a particular field, it is important to understand the boundaries or defining characteristics (goals, values, expectations) of each of three component parts. Boundaries, scope and direction of the complex are determined by the goals, values and expectations of each of the components. The following chart illustrates some conditions which determine each component's boundaries.

The Personal Component	The Social Component	The Professional Component
1. Personal goals, values, expectations set by: a. family of orientation b. socio-economic class c. education d. social and ethnic origin 2. Demographic, economic and biological characteristics	1. Social goals, values and expectations affected by: a. knowledge b. politics c. economy d. technology	1. Professional goals, values, expectations based on: a. personal background b. technology c. guidelines of specific professional body d. training e. professional setting

Figure 4- Factors Influencing Boundary Definitions for Components in Service Care Complex

Understanding various aspects of a service system is necessary but not sufficient to understanding the delivery of social services. Another vital part of understanding concerns a view of the family as a social system, a system which interacts with various service systems in the community.

The family's goals and values and subsequent interaction with service systems derives not only from the individual family member's concepts of self and family but also derives in large part from the family's social and economic position within the community. A substantial portion of the curriculum dealt with values and attitudes associated with social class, economic status and racial backgrounds. In particular, attention was focused on comparison of lower socio-economic values and attitudes with those commonly ascribed to the middle class segment of the population. When the caseworker and client disagree on what is a problem or what the remedy may be it is highly important that the caseworker understand the client's social and cultural milieu, for it is from this milieu that the client, in large part, derives his definition of the problem. Put conversely, it behooves the caseworker to understand that the client's ways of viewing the world are not necessarily a result of "personality problems" but rather his client's perception may be normal and accurate within the framework of the client's socio-cultural background. The caseworker who understands the social-cultural factors can be a more effective agent in the process of securing necessary services for the client from the professionals in the community.

A third component of the curriculum was the study of the caseworkers communication with the three components of the system: client, professional and the community. Emphasis on the client-caseworker relationship was predicated on the following ideas: people in different social classes may have unique styles of communication. The caseworker has the responsibility to not only understand these differences but to assure that communication between himself, client and other professionals is clear. Further, the curriculum stressed that the caseworker has an obligation to know the community resources intimately so that he can make appropriate referrals to the proper agency. Finally, segments of the curriculum dealt with the caseworkers' responsibilities of communicating with the community, to interpret client needs, to promote necessary services and to be aware and active in the area of social policy making.

The following outlines indicate in brief detail what were considered as boundaries or expectations for each of the component parts of a system. The lists should be considered as suggestive and not completely descriptive of the boundaries and expectations.

Fall Quarter: Child Care Complex

Personal

1. parent(s)
2. child(ren)
3. nuclear and extended family
4. significant other adults

Organized Arrangements

1. Public Welfare
   a. foster homes
   b. social services within home
   c. referrals
2. Juvenile Courts
3. Foster Day Care
4. Child Care Institutions

Professionals

1. Social Workers
2. Foster Parents
3. Juvenille Counselors
4. Child Care Workers
5. Mental Health Personnel

Boundaries or Expectations of three Components

Personal

1. adequate finances
2. physically safe home
3. privacy
4. use of community resources
5. education for children

Organized Arrangements

1. adult family members to provide necessary finances
2. child rearing practices to conform to approved community standards
3, cooperation from adults and children in accepting services

Professionals

1. to cooperate with peers, supervisors and other agencies
2. to receive pay for work
3. to keep abreast of new knowledge
4. to follow agency expectations
5. to expect cooperation from client
6. to accept supervision
7. to provide high quality of services

Winter Quarter: Medical Care Complex

Personal

1. patient: for treatment and in prevention
2. family and significant others

Organized Arrangements

1. Hospitals
2. Clinics
3. American Medical Association

Professionals

1. medical doctors
2. community hospitals
3. public health personnel

Boundaries or Expectations of three Components

Personal

1. expects to pay for services
2. degree of confidence in professional
3. freedom to reject serv. and/or advice
4. to judge efficacy of treatment
5. to expect "care"

Organized Arrangements

1. to reduce mortality and morbidity in all segments of population
2. to ensure that everyone has access to personal health services of high quality
3. to remove/reduce unnecessary social/economic consequences

Professionals

1. to provide best of care and treatment
2. to be financially compensated
3. to work with colleagues
4. to keep abreast of new knowledge
5. expects cooperative patient behavior
6. expects patient will want to get well
7. that only peers can judge their competency

Spring Quarter: Employment Service Complex

Personal

1. active and potential wage earner
2. family and significant others

Organized Arrangements

1. public and private employment agencies
2. vocational rehabilitation programs
3. public and private schools

Professionals

1. employment counselors
2. Public Welfare workers
3. vocational rehabilitation personnel

Boundaries or Expectations of three Components

Personal

1. to receive adequate wages for work done
2. safe and pleasant working conditions
3. potential for promotion
4. competition
5. job security

Organized Arrangements

1. to provide employment for all who wish such
2. to ensure employees of sufficient number in labor pool
3. generally, to be non-profit

Professionals

1. knowledge of employment needs
2. requires certain knowledge regarding workers
3. client is transitory, ie, client in process of being counseled or educated for job
4. specialized knowledge and skills relating to employment counseling
5. to work with other agencies, professionals and employers
6. expects client to accept job

Changes in Curriculum Over Three Years

The preceding section described the result of curriculum development over three years. A review of syllabi for each of the three years will show changes from year to year.[15] The major change occurred after the first year and that was more of a change in timing of the subject matter than it was content change.

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[15] A review of the syllabi for each of the three years are contained in Appendix F.

The change was made from the following presentation in the first year:

Fall Quarter	Winter Quarter	Spring Quarter
Nature of Problem in:	Service Systems in:	Social Work Intervention:
Child Rearing	Child Rearing	Child Rearing
Health	Health	Health
Employment	Employment	Employment

to the following for the next two years:

Fall Quarter	Winter Quarter	Spring Quarter
Child Rearing	Health	Employment
Nature of Problem	Nature of Problem	Nature of Problem
Service System	Service System	Service System
Intervention	Intervention	Intervention

There were two reasons for this change: the first year's organizing arrangement using Nature of Problem, Service Systems and Intervention tended to fragment the three problem areas. For example, in the first year's first quarter, "Nature of the Problem," approximately four weeks were spent on each area of child care, health and employment. Likewise in winter quarter, "Service Systems," one-third of the time was spent in studying the service systems of each of the three areas. Evaluation of this arrangement led to the decision to study one problem area as a complete unit using the three facets, Nature of the Problem Service System, and Intervention as the mode of analysis.

The second reason for changing the arrangement was that experience indicated the "Child Care" section should be presented in the first quarter in its entirety in order to provide an understanding of the client within his family structure. Following the study of the child in his family led naturally into adult and children's health problems, adult employment problems and the effects upon the children.

A minor change was the re-naming of the section originally entitled "Child Rearing." In the second and third years this section was called "Child Care Systems." The latter title seemed more illustrative of the systems approach but beyond that, reflected a changing "emphasis on curriculum," mainly an emphasis in the first quarter of the importance of the family as a very crucial socializing system to the future adult.

In the three years of the Certificate Program there has been increased emphasis on certain portions of the original curriculum. These emphases were a reflection of the rapidly changing face of American society from 1966 to 1969. Consider these events during that period: an escalation of war with its attendant acts of civil disobedience, the assassination of prominent American citizens, riots in the city, confrontation of blacks and whites, increased use of drugs, alienated youth and disenchanted adults. The curriculum has attempted to respond to these events. Some specific emphases have been: studying the near overwhelming stresses and changes on the family, the phenomenon of middle class youth "dropping out"; and the fact that automation and cybernation are becoming realities: that the use of leisure time in some segments of the population is becoming as serious a problem as the problem of unemployment is to other populations. The implications of these upheavels and/or trends in society were noted in the curriculum with attention drawn to not only the effects on the "welfare family" but effects on the caseworker, his agency, other professionals and the community.

Summary of Curriculum

The Certificate Program began and continued on the principle that a Public Welfare caseworker can best help his clients if he has a solid understanding of the client's social condition. The curriculum was based on concepts and principles described in the approach of field theory, specifically in the field of problem management. Essentially, this concept holds that an organization consists of a numberof interrelated parts; a change in one part will affect another part and eventually the whole. In field of problem management approach, the parts can be described as the person to be served (the client), the person providing the services (the professional), and the organized arrangements (for example the social agencies) to bring the client together with the services.

The family is the central socializing system for the client. The family's social-cultural position determines, in large part, how the family and a member of the family will define his problem and proceeds to solve it. The curriculum stresses an understanding of the social situation and the ability to communicate with the service systems, professionals and families to be served.

The understanding of social systems implies understanding of the effect of external conditions on the system. Changing emphasis in the curriculum reflected a recognition of the profound effect that a rapidly changing society is having on individuals, families and organizations.

CHAPTER IV

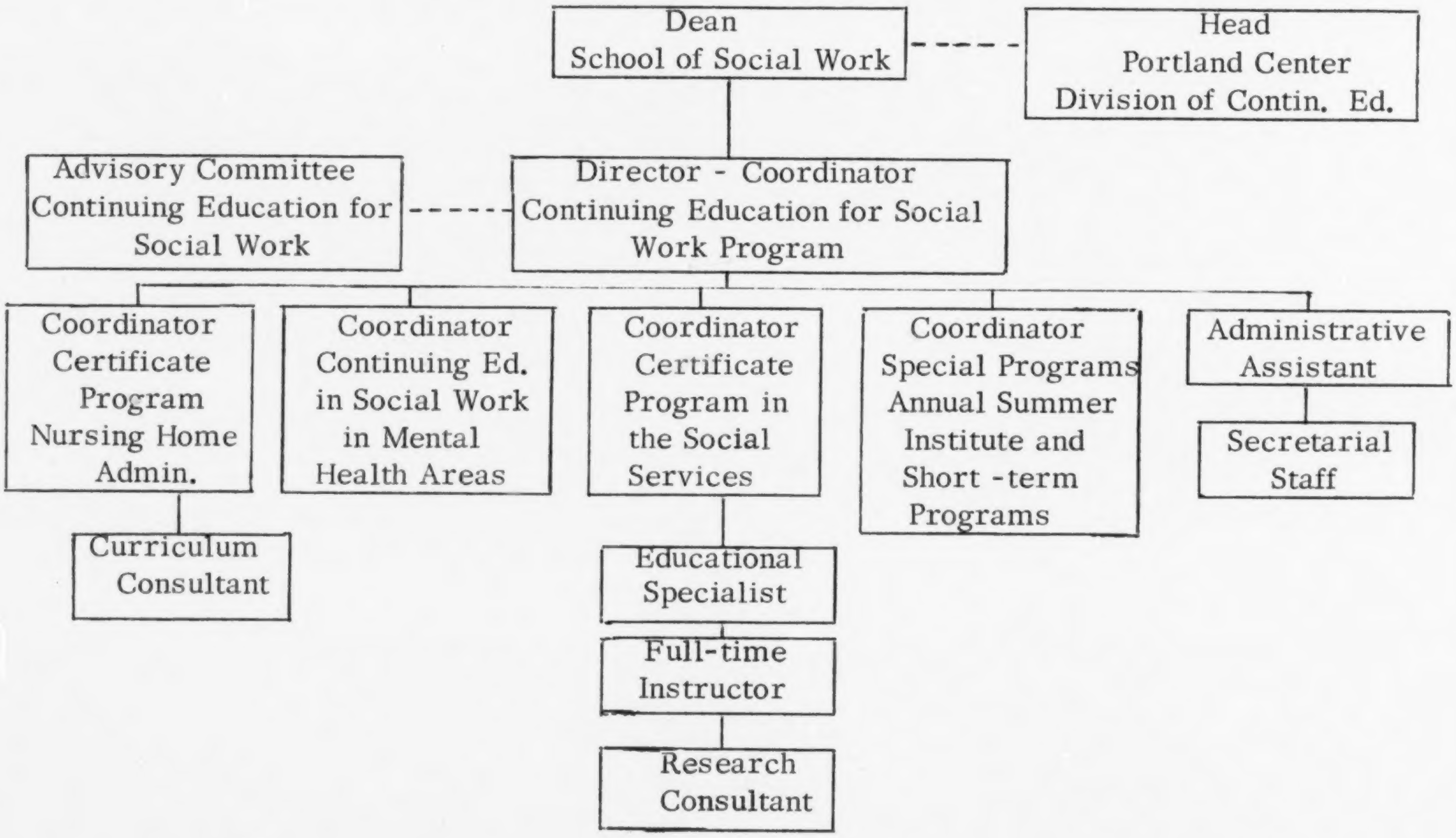
Administration and Operations Over Three Years

This chapter will deal with administration and operational changes which occurred over the three years. Changes relating to teaching and teaching methods are contained in Chapter VI, "Teaching Methods and Aids."

The Certificate Program in the Social Services was funded through a Federal Demonstration Grant under Section 1115 of the Social Security Act and was developed through the combined efforts of the Oregon State Public Welfare Commission and the Portland State University School of Social Work in cooperation with the Division of Continuing Education, Oregon State System of Higher Education. The Certificate Program is one of four on-going continuing education in social work programs in Oregon. The Project is administered by the Coordinator who is responsible to the Director of Continuing Education for Social Work. The following chart shows the relationship of Continuing Education for Social Work and the School of Social Work.

Staffing Pattern

Program of Continuing Education for Social Work


Dean
School of Social Work
Head
Portland Center
Division of Contin. Ed.
Advisory Committee
Continuing Education for
Social Work
Director - Coordinator
Continuing Education for Social
Work Program
Coordinator
Certificate
Program
Nursing Home
Admin.
Coordinator
Continuing Ed.
in Social Work
in Mental
Health Areas
Coordinator
Certificate
Program in
the Social
Services
Coordinator
Special Programs
Annual Summer
Institute and
Short-term
Programs
Administrative
Assistant
Secretarial
Staff
Curriculum
Consultant
Educational
Specialist
Full-time
Instructor
Research
Consultant

The Director of Continuing Education and professional staff employed in the Continuing Education for Social Work program are professionally and administratively responsible to the Dean of the School of Social Work. Close working relationships are maintained with the Head, Portland Center for Continuing Education relative to administrative matters including personnel appointments, fiscal arrangements and communications maintained with other sections of the Division of Continuing Education. The changes discussed in this chapter, particularly those relating to changing of class centers and recruitment, were mutually decided upon by the Public Welfare Commission and the Certificate Program administration.

The following chart illustrates the major apparent changes over the three years. Other changes regarding internal organization are discussed later on this chapter.

1966-7 First Year	1967-8 Second Year	1968-9 Third Year
1. 2 centers for caseworkers	1. 4 caseworker centers, 1 supervisor center	1. 4 caseworker centers
2. 50 Public Welfare students	2. 95 Public Welfare students	2. 72 Public Welfare students
3. 9 non-Public Welfare students	3. one non-Public Welfare student	3. 18 non-Public Welfare students
4. 2 hours weekly classes for nine months	4. 4 hour classes, on alternate weeks, for nine months	4. 4 hour classes, on alternate weeks, for nine months
5. 5-day opening and 5-day closing seminars	5. 5-day opening and 50day closing seminars	5. 3-day opening and 4-day closing seminars
6. 5 part-time teachers	6. 2 full-time, 2 part-time teachers	6. 3 full-time teachers

Teaching Centers and Number of Students

Oregon is a large state, geographically encompassing some 97,000 square miles in a roughly squared boundary of 400 miles on the north-south lines by 325 miles of east-west lines. Two mountain ranges, the Coastal and Cascade Mountains, running north and south, divide the State into natural western and eastern regions. The greater metropolitan Portland area, in the north central section of the State, comprises approximately one half of the total State's population of 1,800,000.

The changes in numbers of centers and students were a result of initial planning by personnel in the Staff Development Division and in the Certificate Program. An original goal of the Certificate Program was to provide continuing education for caseworkers in the thirty-six counties in the entire State over the three-year period of the Program. The Program was launched with two teaching centers with fifty Public Welfare students. The two centers were located in areas which drew upon the largest casework population in the State, Portland and Albany; the latter being seventy miles south of Portland. A total of thirteen counties were included in the first-year Program.

The plan for the second year was to double the enrollment and to establish two additional centers in outlying portions of the State. This was accomplished by adding one center in La Grande, approximately 250 miles east of Portland, and one center in Grants Pass which is approximately 300 miles south of Portland.[16] The Portland Center continued and the first-year center in Albany was moved forty miles south to Eugene. The reason for this move was that Eugene was more centrally located to a larger caseworker population than was Albany.

In addition to the four caseworker centers in the second year, a Supervisors' Center was established in Salem,which is 50 miles south of Portland. The Supervisors' Center was initiated as a result of considerable interest shown by supervisors during the first year, particularly by supervisors whose caseworkers were enrolled in the Certificate Program. Total student enrollment for the second year was nearly doubled over the first year and fifteen more counties had been included.

For the third year, the Portland and Eugene centers were continued because both cities are centralized in areas which have the largest Public Welfare caseworker population. The La Grande (eastern) Center was moved to Bend in central Oregon. The reason for this move was to follow the Public Welfare Commission's plan to offer the Certificate Program to the entire State over the three years. Furthermore, the potential student population in the La Grande Center had a total casework population of thirty-four and the second year's class had seventeen enrollees. Therefore, it was felt that there would not be enough students to merit a second year center in La Grande. The second year's southern center, Grants Pass, was moved 100 miles north to Roseburg because of the same reasons for the La Grande-Bend move, reduced student population and opportunity for new counties to participate in the Program.

The Supervisors' Center in the second year was established because of supervisors' interest and need during the first year of the Certificate Program. It was planned that there would be a Supervisors' Center in the third year if enough applied. However, due mainly to statewide administrative changes in the Public Welfare offices which began during the end of the Certificate Program's second year, many supervisors felt that the increased work time and responsibilities would not permit class attendance. The number of applications for the Certificate Program for the third year was too few to merit a separate supervisors' center.

Regarding changes in the number of non-Public Welfare students, in the first year, nine students in this category were enrolled in the Certificate Program. One was from the Multnomah County Sheriff's Department, one from the Boys and Girls Aid Society and seven were Portland Junior League members. They learned of the Program from personal contacts made by the Project Director. Having non-Public Welfare students proved to be an enriching classroom experience and an effort was made to recruit such students for the second year but only one enrolled and completed the course. It is difficult to explain the low number of non-Public Welfare students in the second year for a number of personal contacts were made by Certificate Program staff to various agencies and letters describing the Program were sent to all of the State's public health offices, to some of the larger juvenile courts and school districts. However, these second-year contacts may have yielded results for the third year because enrollment of non-Public Welfare students in that year was eighteen. Description of all the non-Public Welfare students is contained in Chapter VI, "Student Characteristics."

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[16] See map in Appendix E for locations of centers.

After the first year, the time of the class was changed from a weekly, two-hour session to an every-other-week class of four hours. The reason for this change was primarily because of the distances students and teachers had to drive to reach the centers. It was a more economical use of time to drive every other week rather than on a weekly basis.

A reduction in the length of the opening and closing seminars has occurred in the third year. The reason for the change was two-fold: the length of time that caseworkers were taken from their work and the fact that a five-day seminar becomes very fatiguing to the students. It was our experience over the three years that by the end of the third seminar day, the majority of students had become fatigued and the two following days were a "let-down."

The final organization change noted in the preceding chart is the fact that over three years, the number of part-time faculty was reduced to zero. As it is described in Chapter V, the problems ensuing from the employment of part-time faculty are not easily remedied. In the first year of Certificate Program, the entire teaching staff, with the exception of the Program Coordinator, were part-time people. In the second year, the Program employed a full-time teacher and two part-time teachers. In the third year, in addition to the Coordinator's teaching responsibility, two other full-time teachers were employed and no part-time teachers.

Other Changes

Other not so apparent changes were those of recruiting, amount of reading materials and college credits. Regarding the first, in the spring and summer before the first year's classes began, the Public Welfare Commission circulated Executive Bulletins to those counties where caseworkers were eligible to enroll.[17] The Staff Development Division had met with various field staff and other administrative staff to inform them of the Program. In addition, the Program Director and a member of the Staff Development Division made personal visits to the counties and explained the Program to the casework and supervisory staff.

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[17] See Appendix C for Public Welfare communication with county Public Welfare staffs.

Second year recruiting followed the same general plan. With the addition of three centers, the Coordinator and a member of the Staff Development Division visited two county welfare offices in Pendleton (eastern Oregon) and Klamath Falls (southern Oregon). At these meetings, caseworkers from surrounding counties and from the host county had an opportunity to discuss the Program with Staff Development Division and Certificate Program representatives.

Third year recruiting consisted of the same plan with the exception that visits were not made to counties which had already been included in the Program in previous years. Visits were made to Roseburg and Bend (central Oregon) and to Coos Bay. Both segments of recruiting, agency Executive Bulletins and personal visits, were vital to enrollment. The personal visits were particularly important in the early years of the Program because the Program was unknown. The fact that personnel from both the Certificate Program and the Staff Development Division were present in the county, enabled caseworkers to ask questions directly, questions pertaining to agency policies and questions pertaining to the content of the Certificate Program. By the third year, personal visits were made only to those areas where counties had not been previously included. In the counties which were continuing in the Program, information about the Certificate Program had been passed on by graduating caseworkers and was supplemented by Public Welfare Executive Bulletins. In all years, each county received a supply of Certificate Program Brochures which were distributed to interested caseworkers.

Another change in the Program concerned the quantity of reading material available to the students. In the first year, the students complained that there were too few books available. The Certificate Program had purchased textbooks in the ratio of one book for three student. The plan was that a book would be shared among three students; however, this was not an adequate plan. In the second year and increasingly so in the third year, the following changes regarding textbooks and reading materials occurred: fewer hard-backed textbooks were used and the texts that were used were purchased in sufficient quantity so that every student had a copy; more reprints were used, again every student having a copy. By the third year, the decision was reached that no one textbook could be found which would satisfactorily cover a curriculum which combined social system theory, family functioning and communication in three fields of problem management. Therefore, in the third year, a book of readings was printed, one copy for each student. These loose-leaf books were loaned to the student for the quarter and were to be returned at the end of the year.[18]

The last not apparent change over the three years concerns academic credits. In the first two years of the Program, students who successfully completed the Certificate Program earned six academic credits. In the third year of the Program, these credits were transferable graduate credits, as electives, to the Portland State University School of Social Work. Since the Certificate Program began, the policy relating to the School of Social Work has been that "the Certificate Program studies may serve as a pathway to the Portland State University School of

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[18] A complete list of readings is contained in the Appendix of Volume II, Teaching Notes of the Certificate Program.

Social Work for students who have had difficulty in securing admission because of low grade point average. The Admissions Committee of the School of Social Work will consider the recommendation submitted by the faculty of the Certificate Program as one indicator of the applicant's current ability and potential for academic work." [19]

We believe that this policy has been an important consideration in some applicants' desire to enroll in the Certificate Program. The fact that the credits are now transferable as elective credits to the School of Social Work will, no doubt, make the Certificate Program more attractive to students who are considering future entry to the School.

Summary of Administration and Operational Changes Over Three Years

Certificate Program personnel worked within the administrative and professional structure of the Division of Continuing Education and the Portland State University School of Social Work. Operational decisions were carried out within these framework with the suggestions and approval of the Oregon Public Welfare Commission. Changes over the three years have been, for the most part, results of planning which occurred during the inception period of the Program.

The operational changes which occurred over the three years were: changing of class times and places, reducing the length of the seminars, increasing the number of students enrolled and increasing the number of full-time Certificate Program faculty. The original plan was to make Certificate Program classes available to all caseworkers over the entire State during the three-year period. This has been done.

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[19] From Certificate Program Brochures see Appendix G.

CHAPTER V

Teaching Methods, Aids and Teaching Training

An effective learning experience depends on at least two components: meaningful content and competent teaching. Chapter III addressed itself to the former, changes in curriculum over the three years. This chapter will discuss teaching methods, aids and teacher training over the three years.

Helen Perlman posed the question of "'gladly teach!' But how? The problem for a teacher who would gladly teach so that his students might gladly learn is: How can he become a good teacher by the exercise of his conscious intentions? Indeed, this is the problem for schools of social work today. New schools and departments of social work are springing up everywhere overnight ... The scramble for teachers results in faculties that, depending on one's point of view, may be called richly diverse or oddly assorted. In either case, the new recruit and the old hand both in those lonely moments behind the closed office door, when they face only their teaching notes, ask themselves, ' How?' "[20]

The social work literature is replete with what to teach but is remarkably deficient in how to teach. The Certificate Program obtained evaluations from the students throughout the three years. Questionnaires were given to the students at the end of the first quarter and at the end of the school year. These evaluations obtained information ranging from the pertinency of curriculum to the students' work to the quality of teaching.[21] Students who complained about the quality of teaching generally directed their comments to the following areas: teacher read material to the class, material which had already been assigned to the students; teacher didn't know how to conduct a stimulating discussion -discussion was not geared toward a specific point or in some cases it seemed that the teacher did not exercise adequate control of discussion; teacher's lectures were unexciting. (Students' comments ran to the effect of "we're adults and don't wish to be subjected to low-level boring lectures.") And finally, some students suggested that teachers should have knowledge of more aids than lecture, case material and discussion.

Who were the instructors and what sort of orientation did they obtain prior to teaching in the Certificate Program? Ten MSW's and three vocational counselors were employed as instructors.

Of the ten MSW's, four were employed on a full-time basis by the Certificate Program. Four of the remaining six were employed on a full-time basis by public or private social service agencies; all four were supervisors or administrators. Two of the instructors were housewives who also had part-time social work positions in their local community. With the exception of the last two, each of the instructors had from ten to fifteen years post-MSW work experience.

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[20] "... and Gladly Teach," Journal of Education for Social Workers, Council on Social Work Education, Vol. III, No. 1, Spring 1967 (pp. 41 - 51).

[21] Copies of questionnaire form and summaries of response contained in Appendix H .

The problems of employment of instructors who already have full-time work responsibilities are apparent: they have less time and energy for class preparation and for follow up, eg, reading students' assignments; it is more difficult for them to come to faculty meetings, including involving themselves in their own teaching training endeavors. In addition, there were the obvious problems associated with travel time.

One teacher, in the second year, had to come 300 miles to attend faculty meetings; another traveled 100 miles. Obviously, faculty meetings, in-service training and consultation were at a minimum when teachers or staff had to travel considerable distances.

The greatest problem of the Certificate Program teaching faculty was their inexperience in classroom teaching, and in retrospect, inadequate inservice training they received. Most of the ten had no prior teaching experience; none had had formal courses in education. Another problem may have been with the curriculum itself; one might assume that most of the instructors, by their education and length of experience, had an adequate grasp of specific areas of social work knowledge. However, the curriculum stressed a psycho-sociological point of view and to some instructors the concepts of systems management and fields of problem management approach may have seemed alien - more sociological than social work.

It became apparent in the first year, with the arrangement of three teachers per quarter, a method for integrating the three sections had to be developed. Toward this end, meetings were held with the faculty prior to fall term and regularly during the school year. However, because many of the meetings were necessarily directed toward curriculum building and administrative detail, little time was spent on aspects of teaching method.

While it was apparent that the fact of three teachers in one quarter led to some discontinuity in learning, it also became apparent that the mere fact of having an MSW did not necessarily ensure good teaching methods. Beginning in the latter half of the first year, a consultant on Education,[22] met with the Certificate Program faculty. Six meetings were held in the remainder of the school year. The goal of these meetings was to provide the teachers with a framework for classroom teaching. In judging the values of those meetings, one could say they were extremely useful in providing a philosophical background on teaching and learning, but in retrospect it is probably a fair assessment to say that the faculty members were "not ready" for the theoretical basis; they were more concerned with the "how to" problem.

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[22] Dr. Doris Lee, Professor, School of Education, Portland State University.

In an effort to bolster teaching effectiveness for the second year, the number of part-time faculty was reduced and a second full-time teacher was employed. Also, as mentioned previously, the curriculum was rearranged so that one teacher taught the entire quarter and in all centers but one, one teacher had teaching responsibility for the entire three quarters. Another move to improve teacher effectiveness was to enroll the second year teachers in a summer workshop, "Learning Theory in Social Work," presented by Virginia Tanner.[23] Three Certificate Prgoram faculty attended this session. (At this point, two of the remaining faculty had not yet been employed.)

The final move toward strengthening inservice training for the second year was accomplished by the employment of a full-time teacher who also had responsibilities of consulting with the other teachers regarding classroom preparation and method. The consultant had many years' experience as a social worker, supervisor, field instructor and teacher. She was available to the other teachers on as-needed basis in addition to regularly scheduled inservice meetings. This was a useful arrangement but again, not the complete answer to the question problem of "how" to teach.

Therefore, before the third school year began, it was decided that maximum teacher effectiveness could best occur if all of the faculty were full-time employees of the Certificate Program. In the third year, three teachers were employed on a full-time basis and there were no part-time teachers except for guest lecturers. The third teacher employed had had some experience working in public welfare departments in other states; as part of her orientation to the Certificate Program and to Oregon Public Welfare system, she spent approximately one week in the Oregon State Public Welfare Commission office and in three county welfare offices. This proved to be a valuable experience for the teacher. She was more aware of the Public Welfare structure, policies and most important, by the home visits she made with caseworkers in the county she became aware of vast scope and depth of human problems which the "typical" Public Welfare caseworker must deal. It also was informative to the teacher to understand the dearth of community resources in the typical rural county.

Inservice training in the final year consisted mainly of consultation among the three teachers. Total curriculum was reviewed and revised; teaching notes were prepared and discussed prior to class sessions. Classroom experiences were shared and on occasions, one teacher would adapt the experiences which another had already tried. In the middle of the final year, the teachers consulted with another Continuing Education faculty member; a teacher who had considerable experience in using techniques of student involvement in the classroom. These methods described more fully in the next section of this chapter, were very consistent with the androgological principles which the Certificate Program was increasingly employing.

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[23] A seminar presented as a part of the Continuing Education Summer Workshop, Portland State University.

Growing experience in teaching indicated to the faculty that adult students who had rich and varying educational and employment experiences would tolerate poorly a "canned curriculum" and tolerate even less a "canned" presentation by the teacher. We learned that the adult learner must be an active participant in his own learning. In our experience this meant, for example, that an outline of what was to be studied within a quarter was presented to the students but the teachers could and should be flexible enough to alter curriculum to meet the learning needs and interests of the students. Related to teaching in the classroom, the adult learner "learns gladly" when he is involved as a mature responsible person, a person who, though in the "student role," is also contributing to his own and to the group's knowledge by his own active participation.

The Division of Continuing Education consultant advised the Certificate Program faculty on techniques of student involvement. Using the teaching goals developed by the faculty, he demonstrated these techniques in each of the teaching centers and these techniques were then practiced by the teachers in their own classes in the remainder of the quarter.

Methods

The teaching methods used during the three years evolved in this fashion:

First Year

1. lecture
2. discussion
3. case records
4. guest lecturers
    b. professionals
    b. clients

Second Year

5. video taped interviews
6. role playing

Third Year

7. student involvement
8. films

The experience of teachers and students in the Certificate Program indicated that a variety of methods was essential for an exciting classroom session and for students' involvement and consequently their increased learning.

In the first year and to some extent in the second year, there was a tendency to rely on the methods of lecture and discussion as the major teaching methods. These standard, basic methods are adequate but, in our opinion, not sufficient to ensure the richest quality of learning experiences.

Guest lecturers have been used,especially in the segment on the health systems. The success of guest lecturers depends on (1) their ability to teach, (2) the preparation or understanding they have of their teaching goals with the studentbody. Regarding the latter point, the Certificate Program teacher generally met with the guest lecturer prior to his presentation to acquaint him with the curriculum purpose and to describe the students with whom the guest lecturer would be meeting. Also, the guest lecturers received written material on curriculum goals pertaining to the guest lecturer's field of knowledge. Guest lecturers were professionals and Public Welfare clients. Professionals included child care supervisors or social workers from children's institutions, medical doctors, public health nurses, visiting nurses, hospital administrators, employment counselors or administrators and a researcher in the drug field.

The clients who were guest lecturers were AFDC mothers and fathers. In the first year, three AFDC mothers were used as a panel to discuss problems of raising children on a minimum budget and problems in a family without a father. Prior to the session, each mother was asked to address herself to a particular problem,eg, one to talk on buying food and clothes, another on the AFDC family's role with the Public School, and another on the problems associated with her working and raising a family. The discussion was held in a fairly informal atmosphere with the students asking questions and commenting on the mothers' reports. In turn, the mothers felt very free to give the students feedback on how it felt to be a public welfare recipient. Considerable time was spent by the AFDC mothers advising the students on how they could be better caseworkers. In evaluating this method of classroom participation, its greatest value seemed to be in giving caseworkers feedback on how the client saw the agency and caseworker interacting with clients. It is doubtful that clients would be able to discuss this topic so openly with their own caseworker. In turn, the students were able to describe to the mothers some of the internal problems which affect both caseworker and clients.

In the second year, the lecturer who taught a section in employment systems, interviewed three unemployed AFDC fathers. These interviews were video taped and later presented in the different teaching centers. In the classroom, the same interviewer presented lecture material on the work of the vocational counselor, including an outline and purpose of the vocational interview. The tape was presented, along with comments by the counselor, to illustrate the lecture material. Discussion of employment and Public Welfare caseworkers' interviews followed the taped presentation. We considered this one of the most effective "teaching packages." It was successful because the taped interviews were preceded by the interviewer's orientation to the employment interview. He told the students what an adequate employment interview should consist of and he then illustrated it by the tapes. After seeing the interviews, the students had opportunity to ask questions and to clarify issues. They also had opportunity to compare similarities of the employment counseling interview to casework interviews.

Role playing was employed in the second year primarily by one new instructor who had training and experience in the use of role playing in a clinical setting.

The technique of role playing was used by two other instructors to a lesser degree. In evaluating this technique, our students' reaction was to the effect of "a little goes a long way." It does have learning value but its effective use rests on the following factors:

(1) Role playing as a technique of learning is more applicable to some concepts and principles than others. Its use is probably most appropriate when the goal involves the learning of specific treatment techniques or to obtain feedback of caseworkers' attitudes.

(2) The instructor's clear understanding of the purpose of role playing to specific learning goals is essential.

(3) The ability of the student to involve himself may be minimal; the fact is that in role playing, the majority of the class is excluded from an active learning experience. The basis of their learning rests on the discussion which follows the role playing.

In the third year, films became part of the Certificate Program teachers' repertoire. One of the reasons films had not been used in prior years was the fact that faculty did not have adequate time to review the available films. In the third year, more faculty time was available to supplement existing teacher aids, and films were used in fall and spring quarters. Films are a valuable asset in teaching; our experience has indicated that maximum learning from films occurs when prior to the showing, the students become involved in discussion regarding the film topic. Students were asked to focus their attention on a specific question or problem which the film covered.

They were told that after viewing the film, they would be discussing the points they had been asked to consider. After they saw the film, the class was divided into small discussion groups of four members. They spent approximately fifteen minutes in discussion and then the total group reassembled to summarize the discussion. The teacher helped to direct their summaries to the larger problem under study.

The preceding paragraphs emphasize techniques of student involvement which is the seventh major method used by Certificate Program teachers. As related previously, the principle of androgogy and student involvement became firm fixtures in the Certificate Program teaching. In prior years, we were aware of the importance of involving the student in the classroom experience but it was not until the last half of the third year that we learned more specific frameworks and methods for carrying this out.[24]

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[24] A sample of the procedures for one classroom session is contained in Appendix I .

Summary

By student and faculty accounts, the quality of teaching in the third year was substantially improved over the two preceding years.[25] A basic reason for the improvement was the fact that the teachers in the third year were full-time employees who had more time and investment in improving their own teaching skills. With a small full-time faculty, close collaboration and consultation was possible. This was supplemented by consultant services. The result was a more integrated curriculum and more consistency in the quality of teaching form center to center.

A variety of teaching methods have been used over the three years. An underlying principle for a maximum learning experience is that of student involvement. Student involvement does not deny the responsibility of the teacher to prepare curriculum materials and teaching plans; it does, however, approach the ideal of the adult learner being a participant in his own learning experience. It makes more possible the situation in which both teacher and student can "gladly learn."

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[25] See student evaluations in Appendix H.

CHAPTER VI

Student Characteristics

In the three years since the first Certificate Program began, 227 students have graduated. The purpose of this chapter is to:

- describe and discuss trends in student characteristics
- compare student characteristics with characteristics of newly employed Oregon State Public Welfare casework population over a ten-year span
- discuss the meaning of student characteristics in relationship to learning and teaching goals
- identify characteristics of students who dropped out of the Certificate Program
- identify characteristics of the non-Oregon State Public Welfare students

Table 1 gives a picture of the total number of Certificate Program graduates per year.

	Graduates		
	Public Welfare	Non-P. W.	Totals
Class of 1967	44	2	46
Class of 1968	91	1	92
Class of 1969	68	21	89
Totals	203	24	227

Table 1 Certificate Program Graduates Over Three Years

The following discussion covers the 191 Public Welfare caseworkers who graduated from the Certificate Program during the three years. The characteristics of three additional groups of students are discussed separately; these groups are the 12 Public Welfare supervisors who completed the Certificate Program, the group of 14 Public Welfare caseworkers who enrolled but did not complete the course and the 24 graduates who were not employees of the Oregon State Public Welfare Commission.

A recently completed review by the Public Welfare Staff Development Division compared characteristics of the 203 Certificate Program students with characteristics of more than 1400 new caseworkers who had attended the Public Welfare Orientation Center over the past ten years.[26] The agency review found that

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[26] The Characteristics of New Caseworker: A Report on Participants Attending the Orientation Center from Jan, 1958 thru Dec. 1968, Oregon State Public Welfare Commission, Salem, Oregon, 1969.

Certificate Program students and new caseworkers attending the Orientation Center showed marked differences. Certificate Program students were more likely to:

1. be married when employed by Public Welfare
2. be older when employed by Public Welfare
3. have graduated from an Oregon college
4. have been an Oregon resident at the time of employment
5. have been initially assigned to a public assistance caseload
6. have achieved a higher Civil Service Score
7. have achieved a lower undergraduate grade point average
8. have a non-social science major in undergraduate college

The following discussion enumerates the specifics of student characteristics over the three years.[27]

Characteristics of Oregon Public Welfare Caseworkers

Sex ratio. During the last ten-year period, the percentage of men attending the Public Welfare Orientation Center has declined from 44.4 percent to 36.2 percent, with a low in 1965 of 27 percent.[28] The sex distribution of Certificate Program students over the last three years has generally followed the statewide caseworker sex ratio of more women than men students but there is a variation in the second year. Table 2 illustrates the sex ratio for each year's class.

Class	Sex Ratio By Year Male	 Female	Total Number
1967	25 %	75 %	44
1968	44 %	56 %	79
1969	32 %	68 %	68

Table 2 Sex Distribution of Public Welfare Caseworker Graduates by Year

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[27] Tables relating to the discussion are contained in Appendix J .

[28] Ibid. page 42.

The second year enrollment of 44 percent men is a marked increase over the first year ratio and is higher than average normal total male caseworker sex ratio. The question can be asked as to why the third year should show a drop in the percentage of male students and compared to the total population, be somewhat lower. To discuss the reasons for this, one must consider the concomitant changes in the percentage of female students: from a high in the first year of 75 percent, to a 19 percent reduction in the second year and then a 12 percent increase in the third year. A possible reason for these fluctuations way be explained by two factors: the amount of extra time and work demanded by the Certificate Program and the use of the Certificate Program as a vehicle for career advancement. In the first-year Program, five of the six drop outs were females; their reasons were largely because of "home pressures" -- the women found that the Certificate Program was too demanding on their time and energy. The possibility exists that during the enrollment period for the second year, word had gotten around to perspective students that working full-time, keeping a house and going to school was extremely demanding. Perhaps some women caseworkers decided that they would not enroll for these reasons.

Regarding the career ladder factor, it may be that men caseworkers are more mobile career- and education-wise than females. In support of this assumption, in early 1969, a review of Certificate Program past and current students showed that twice as many men as women had applied for admittance to a graduate school of social work (21 men and 10 women). Possibly the increase in enrollment of men students in the second year could be explained by the fact that they viewed graduation from the Certificate Program as one support to gain admittance to a school of social work.

To explain some possibilities for decline in the percentage of male students and increase in percentage of females in the third year, the following possibilities exist. The number of male caseworkers who were eligible for the Certificate Program declined considerably, 46 out of an approximate State total of 160 had already taken the course and others from the eligible group had or were enrolled in graduate schools. As for the increase in women students in the third year, the changing of class time from a weekly to a bi- monthly basis helped to reduce the time and energy involved in the student role and again, on a word of mouth basis, this information was known to perspective applicants during enrollment time for the third year class; hence more women applied.

Age. The Public Welfare report stated that Certificate Program students, as a group, were older than the average age of caseworkers who were employed over the past ten years. 74 percent of the caseworkers employed by Public Welfare were 30 years or younger at the time of their employment.[29] The age group of 30 and younger in the Certificate Program represents an overall average of only

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[29] Ibid. page 42.

42.4 percent. Two age groups of students, 30 to 40 years and 40 to 50 years, are evenly represented with 23 percent each. The oldest group, 50 years and over, has an overall percentage of 12 percent. The following table indicates that three of the age groups maintained a similar average for all three years; the oldest group, however, increased in the last years.

Age Category	Class 1967	Class 1968	Class 1969	Average Percentage Age Category
20-29.9	43 %	43 %	40 %	42 %
30-39-9	23	26	21	23
40-49.9	25	20	24	23
50-over	9	11	15	12
	100 %	100 %	100 %	100 %
Number of Students	44	79	68	

Table 3 Percentage of Distribution by Age of Public Welfare Caseworker Graduates by Year

Another reason for students likely to be older than those in the general population can be explained by one of the entrance requirements; this was that the worker should have successfully completed his six months probationary period with the agency. This would obviously eliminate a substantial number of caseworkers who were newly employed.

Despite the fact that younger students are under-represented in the Certificate Program, the age group of 30 years and under is the single largest percentage group of students.

Marital Status. The marital status of Certificate Program students differs markedly from that of the total casework population. According to the Public Welfare report, of all the new caseworkers employed over the past ten years, 57.6 percent were married at the time of employment, 34.5 percent were in the "never married" category.[30] The following table indicates that over three years, 76 percent of the Certificate Program students were married and only 14 percent unmarried. Never in the three years has the category "unmarried" had more than 24 percent student representation. The third category, "separated, widowed or divorced" had a dramatic percentage increase in the third year.

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[30] Ibid. Page 42.

Marital Status	Class 1967	 1968	 1969
Married	84 %	73 %	72 %
Single	9	24	10
Sep. or Widowed	7	3	18
	100 %	100 %	100%
Total number	44	79	68

Table 4 Percentage of Distribution by Marital Status of Public Welfare Caseworker Graduates by Year

One reason for the greater percentage of married students in comparison to the total casework population relates to the previously described characteristic of age. Age and marraige are closely related; one would expect that a group which is older is more likely too, to show a greater percentage of marraiges.

The group comprising "separated or widowed" showed a marked increase in the third year. Almost all of the students in this category were separated or divorced women, reflecting the trend of increasing divorce rates in the general society, and perhaps indicating that this group of caseworkers have career commitments to the social work profession, and were using the Certificate Program as a vehicle for career advancement.

Years of Experience. The table illustrating changes in enrollment by years of experience shows an increase in the percentage of two groups, one to two years' experience and three to four years'experience. A downward trend is seen in the five year or more group. The least experienced group, one year or less, has fluctuated from a low of 24 percent in the first year to 34 percent in the second year and back to 21 percent in the third year.

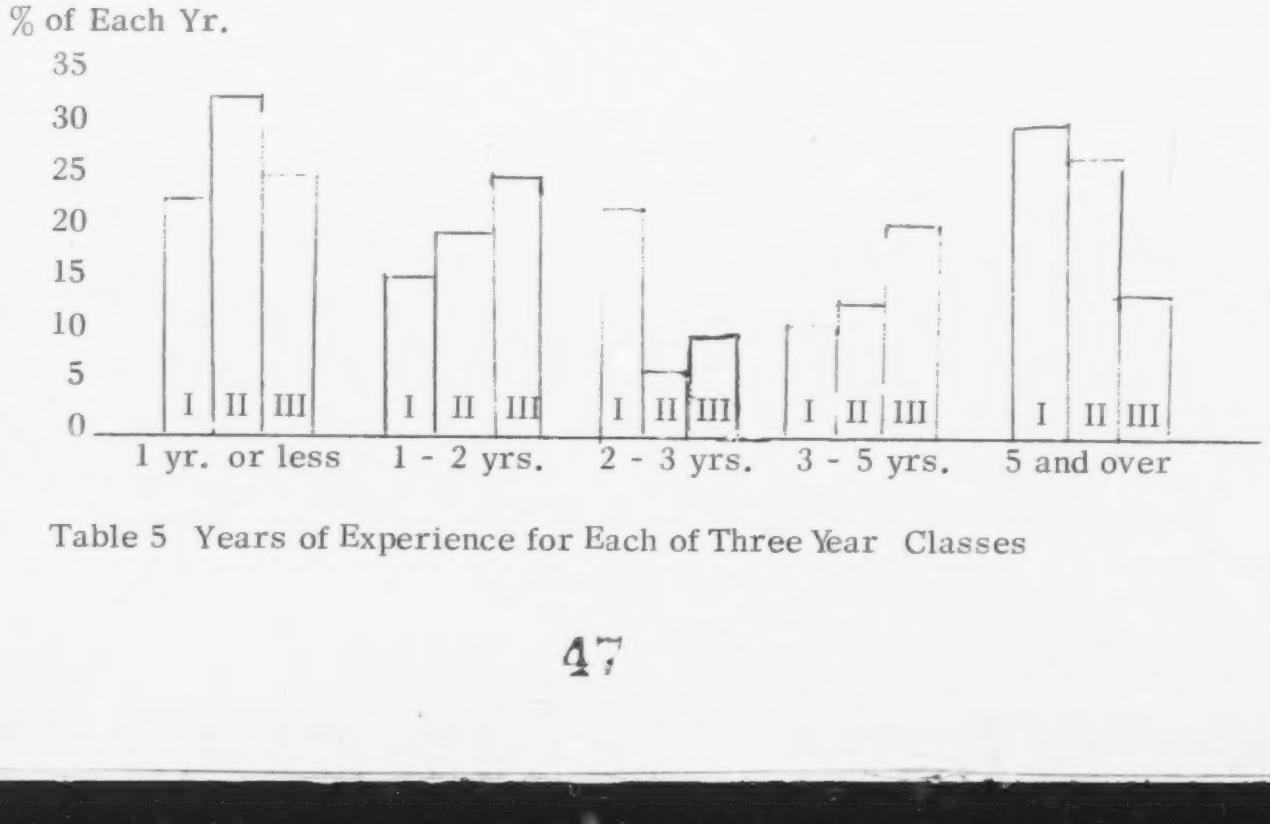

Table 5 Years of Experience for Each of Three Year Classes

If these trends were to continue, we should see a consistent increase in enrollment of caseworkers who have one year of work experience and in the group who have three to five years' experience. The most experienced group, five years and more, should show a steady decline and the caseworkers with less than a year's experience should remain relatively constant.

The preceding table illustrates an incongruity with the trend described under "age." The "50 year and over" category showed an increase in the third year but the oldest work experience category has steadily declined over the three years. One might have expected that with a percentage increase in the number of students 50 years and over, one would also see an increase in the percentage of group having five years' and more experience. While this is not the case, the second most experienced group, three to five years, has shown an increase over the three years. One conclusion which could be reached is that during the past few years, the caseworkers who were employed by Public Welfare when they were in their mid or late 40's, are now enrolling in the Certificate Program.

Undergraduate Majors. Approximately one half of the Certificate Program students have had undergraduate majors in the social sciences. The category social sciences includes majors of Sociology, Psychology and "Other Social Sciences." The percentages by years, starting with the 1967 class are 60 percent, 50 percent and 44 percent. These percentages compare somewhat unfavorably with the percentages of new caseworkers over the past ten years and furthermore is going in an opposite trend to the trend of Public Welfare employment. The Public Welfare Staff Development Division report indicates that over the ten years, 61.4 percent of new caseworkers have had undergraduate majors in one of the social sciences.[31] Furthermore, their study found "a gradual but predictable increase from 1959, when (social science majors) represented 51.5 percent of all new caseworkers employed, to 1965, when they represented 65.2 percent."[32]

The reduction in undergraduate social science majors in Certificate Program students may be related to the fact that the trend for older students (50 years and over) is increasing (see Table 3) and it may be that when these students were in college, the social science major was less available to them and was less well known. Concomitant with the decrease in Certificate Program students undergraduate majors in social sciences is an increase in the percentages of students' undergraduate minors falling into the "other" category. This category has increased in the class of 1967 from 40 percent to 50 percent in 1968 to a high of 56 percent in 1969.

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[31] Ibid. page 42.

[32] Ibid. page 42.

The following table indicates that three undergraduate majors have had at least a 5 percent of the total representation for each of the three years: Education, Speech (including Foreign languages and jounalis) and Business Administration.

	Ed.	Speech	Business	Other
1967	12 %	14 %	6 %	8 %
1968	17	8	5	19
1969	7	16	7	25

Table 6 Non-Social Science Undergraduate Majors by Year
Percentages Are Shown as Total for that Year

In can be seen that the percentage of undergraduate majors of Business Administration has remained fairly constant at an average of 6 percent over the three years. The percentage average of both Education and Speech has been 12 percent. In the category of "other," some undergraduate majors have appeared in greater numbers than others. For instance, in the second year, Religion or Theology accounted for 6 percent of the total undergraduate majors. In the third year, Home Economics and/or Nutrition comprised 9 percent of the total.

Supervisors' Characteristics

In the second year, 1967-68, one center was established for supervisors at the BA level. Twelve supervisors enrolled and all completed the nine-month course. As might be assumed, the supervisors tended to be older and to have more agency work experience than the caseworkers. Perhaps, somewhat surprising is the fact that the male representation was identical to the first year caseworker ratio of one to three. Regarding age categories, the largest age representation of students occurred in the category 30 to 40 years: seven students (one man and six women). The next representative age groups were the 30 to 40 years and 50 and over, with one man and one woman in the former and two women in the latter. Only one student, a man, was represented in the youngest age group, 30 and under.

Regarding the marital status of supervisors' group, eight of the twelve were married, two were single and two widowed or separated. (Two men were married and one single-never married.)

The least amount of agency work experience for the supervisor group was two to three years, with only one man in this category. Three students had three to five years' experience, four had five to ten years' experience, three had ten to twenty years' experience and one had over twenty years' experience.

An examination of the supervisors' undergraduate majors shows that well over half had majors other than that of a social science nature. Only four had either Sociology or Psychology backgrounds. Two had majors in Education and Business Administration. Six others had majors in Economics, Public Administration, Liberal Arts, Foriegn Languages, Home Economics and Physical Sciences.

Characteristics of Public Welfare Students Who Withdrew From the Course

Over the three years, total enrollment for Public Welfare personnel has totalled 217, including the twelve Public Welfare supervisors in the second year. Of the 217 enrollees, 203 completed the course work. What were the reasons and characteristics of the 6.4 percent (15 students) who did not complete the Certificate Program?

By year, the number of drop outs was six for the first year, four the second and four the third year. Two apparent facts are that the first year drop out ratio was very high compared to the next two years; in the first year, the original enrollment was 50 students and six or 12 percent of them did not complete. In the next two years, enrollment was close to double the first year and yet fewer students dropped out. The second fact is that in the first year, most of the drop outs were women (5 to 1) but in the next two years, most of the drop outs were men: four men and no women in the second year and three men and one women in the third year.

Looking at the characteristics of the six females who dropped out during the three years, we find that their reasons were connected with these factors: health, (one student), the role of housewife-caseworker-student too demanding (three students) or husband's employment took the family out of the State (two students). Looking at specific characteristics, we see that the ages of female drop outs range from 30 years and under (four students) to two students in the 40 to 50 year bracket. All but one of the six were married. Only one of the six had a child welfare caseload. Four of the six had less than one year's experience in the Public Welfare agency. The other two had between two to five years' experience.

From the disparate information on the female drop outs, there are some commonalties: the female drop out was likely to be married and have less than one year's experience in the Public Welfare agency. The common reason for quitting the Certificate Program could be classified as personal; that is, directly related to their family situation.

And what are the characteristics of the eight men who did not finish the Certificate Program? All were married; five were under 30 years of age, one in the 30 to 40 years category and two in the 40 to 50 years category. Four of them had one to two years' experience in the agency, one two to three years' experience, two with three to five years' and one with between ten and twenty years of experience. Of the eight drop outs, three left because they terminated with the agency. The five who left the Program but stayed with the agency left because they were transferred within the agency and their new work responsibilities prevented them from class attendance or because they found the student workload incompatible with work and family responsibilities.

Undergraduate majors of both male and female drop outs shows that a total of nine of the fourteen had social science undergraduate majors: four women had Sociology or other social sciences or Psychology as a major; five men had Sociology or other social sciences. Two women had a major of Education or Languages. Three men had an "other" undergraduate major: Political Science, Air Science and Business Administration.

The only common characteristics of male drop outs is that all were married; there was a tendency for the male drop out to be younger, 30 years or less. In contrast to the female drop outs, reasons for men quitting were more associated with professional rather than personal reasons.

Characteristics of Non-Public Welfare Students

Over the three years, twenty-four people, not employees of the Oregon State Public Welfare Commission, graduated with a Certificate in the Social Services. First, considering the third year enrollment which had twenty-one of the twenty-four graduates, who were these twenty-one and how did characteristics of this group compare with characteristics of the Public Welfare group? Six were caseworkers from nearby county public welfare offices in the state of Washington. Seven students (including one woman) were employed by juvenile corrections agencies: four from the Multnomah County Juvenile Court, two by the Deschutes County Juvenile Court (Bend, Oregon) and one was a field counselor from the MacLaren School for Boys. Of the remaining eight students, four were employed by poverty programs in family or children fields, two were child care workers, one in a treatment center for emotionally disturbed children and the other in an agency for dependent children. The remaining two students were houswives who had prior experience in the field of social services.

Unlike the sex ratio of the Oregon State Public Welfare student group, the group of twenty-one non-Public Welfare students was almost evenly divided among male and female (11 men and 10 women). Also unlike the Public Welfare group, the non-Public Welfare students had a larger proportion of young people: nearly half (10) were under 30 years of age, eight being men. Regarding the category of "years of experience," these students, as a group, had less experience than their Oregon State Public Welfare counterparts. Seven had less than one year's experience, and two (housewives) had no current employment in a social service agency. Another seven had one year but less than two years' experience.

The non-Public welfare students had a higher representation of undergraduate social sciences majors than did the Oregon State Public Welfare students: 13 of the 21 had majors in either Sociology, Psychology or social sciences. For the first time in three years, the Certificate Program admitted a selected number of persons who had less than four years of college. These five people were in the non-Public Welfare group. Two were employed in the corrections field and three were employees of poverty programs. All but one were women. The youngest of the five was in the 35 to 40 age group; one was in the 45 to 50 age group and the remaining three were in the 50 and over age category. All received academic credits for their work in the Certificate Program.

In summary, the characteristics of students who were not employees of the Oregon State Public Welfare Commission indicated that these students were younger and had less experience than their counterparts. Their work placements were of the nature of casework or counseling within an agency framework.

The three students enrolled in previous years were a priest, a child care worker, a Junior League member. The latter two were enrolled in the first year. Eight other people were enrolled in the first year; two withdrew because of changes in jobs; one,a Deputy Sheriff in the Multnomah County Sheriff's Office, assumed a different position within his office and his new working hours conflicted with the Certificate Program class hours. The other withdrawal was a caseworker from Washington State who took employment in California. The remaining six who did not obtain a Certificate were Junior League members who attended certain sections of the Certificate Program on a pre-planned basis. In the second year only one non-Public Welfare student, a Roman Catholic priest, completed the nine months' work.

Summary and Discussion of Implications

Over the three years, certain characteristics of Certificate Program students have been recorded and trends observed. The following trends were noted in over the three years.

-Women outnumbered men, from a high of three to one in the first year to a low of three to two in the second year.

-Although students' ages ranged from early 20's to late 50's, the oldest group, 50 years and over, increased in the last year.

-Married students outnumbered single, divorced and widowed students.

-Slightly more than half of the students had undergraduate minors other than in the social sciences.

- Student drop outs have been relatively few, from a high of 12 percent in the first year to about 6 percent in the next two years; the drop out ratio has been nearly equally divided between men and women.

- A portion of the student population was not Public Welfare employees; generally, these students were enrolled only in the Portland Center.

Discussion

From the preceding description, it is apparent that the Certificate Program students had many dissimilarities in many characteristics. The one common element was that the largest majority were practitioners who were carrying full-time caseloads. In relation to the learning-teaching process, what problems arise with a student body of such diversity? The following discussion represents the instructors' impressions, tempered or bolstered by students' comments.

What was the effect on learning of students who were not Public Welfare caseworkers? By all accounts, both faculty and Public Welfare caseworkers considered this group as an extremely important addition. From the Public Welfare caseworkers' viewpoint, these students helped them to obtain a perspective on their own roles and on the Public Welfare agency. In addition, the Public Welfare caseworkers were able to learn, in a more intimate way, how other social agencies functioned. From the view of the non-Public Welfare student, they learned about the problems and functioning of the Public Welfare agency. As a side effect, we expect that the non-Public Welfare students were able to better explain Public Welfare programs and operations to their own agency and perhaps to the broader community.

The wide range in age span and the associated varying amounts and kinds of work experience did not create any observable problems in teaching or learning. In fact, class discussions were undoubtedly enhanced by viewpoints of both the younger and older generations. However, a difficulty, tangentially related to age, was that of the students' undergraduate majors. It appeared that it was the student whose undergraduate major was not in the social sciences or whose Bachelor's education occurred some years ago, who had more difficulty, at least initially, in assimilating social science concepts. Also, a few of the older students, who had been out of the academic setting for a number of years, approached the new role of student with some apparent hesitation and unsureness. However, this initial hesitancy dissolved when the student became involved and found that he was not only learning but that he was enjoying the experience. On the other end of the age-undergraduate scale, to some of the very recent social science Bachelor's degree graduates, parts of the curriculum may have been repetitious of their undergraduate experience.

The status of being married or not seemed to have little affect on the students' performance although it might be assumed that the single students would have had more time and energy to apply to prepare study. However, it was the instructors' impressions that most of the married students, male and female, were as involved in reading and preparing for class sessions as were the single students.

In the faculty's estimation, no one or even combination of characteristics is crucial in predicting the level of a student's learning and involvement. Rather, the crucial factor in the student's ability to learn is his motivation to learn, which depends, in part, on his ability become involved in the learning process. Motivation occurs in all ages, regardless of sex, marital status, work experience or undergraduate majors.

CHAPTER VII

Certificate Program 1966-67 Evaluation

As is true for most continuing education programs for professionals, the main underlying objective of the Certificate Program is improvement of the professional functioning of participants. But direct assessment of professional competence is extremely difficult and promises heavy consumption of time and money with no great prospect of sound results. Consequently it was decided that instead of attempting direct measurement of professional competence, the evaluation would rely upon a number of different measures which could be taken as plausible indirect indicators of professional competence.

It was anticipated that participation in the Certificate Program would produce a number of changes in Public Welfare workers. These anticipated changes were (1) increased knowledge in the fields of employment counseling, health counseling and counseling on child rearing, (2) greater emphasis on social causation of individual psychic malfunction or maladaption, (3) greater ethical commitment, (4) broader conception of the role of the worker, (5) shift in social values, (6) more appropriate professional actions as reported by the caseworker himself, (7) more appropriate professional actions as reported by the worker's supervisor, (8) indications of more meritorious service in the worker's personnel file, (9) higher ratings of competency by the worker's supervisor.

Method

Participants. Applications for the Certificate Program were invited from all interested individuals who had earned a Baccalaureate degree and who were employed in a social work or closely related capacity. Public Welfare staff who applied also had to (a) have permanent civil service status and (b) stay with the Public Welfare Commission for one year after completion of the Program. A committee was formed to select students from among the applicants; the committee consisted of eight people, four from Public Welfare, two from the Portland State University School of Social Work and two from the Oregon State System of Higher Education Continuation Center. Seven criteria for the rejection of applicants were developed; namely, (1) poor health, (2) planned departure from agency, (3) poor motivation to learn, (4) gross personality problems, (5) marginal performance on the job, (6) participation would have adverse effects on job performance, and (7) deteriorating performance on the job over time. Using these criteria the committee disqualified six applicants. Eight other applicants withdrew; of the original 110 applicants, 96 remained to fill the 50 positions in the Program. For the sake of geographical representation, it was decided that each of the thirteen participating counties should have at least one participant in the Program; there were four instances in which a county had supplied only one applicant who therefore was automatically admitted to the Program. From the remaining 96 applicants, 50 were chosen essentially on a random basis. The 46 applicants who were not chosen were to serve as a control group. Both groups, (the 50 students and the 46 controls) were comparable in age (35.4 and 36.7 years respectively, difference not significant), sex (75% women), marital status (80% married), education (all have a Baccalaureate degree and 1/3 have had some graduate training) and race (all of the students were white, one of the control group was non-white). Five of the fifty participants dropped out of the Program while it was in progress; forty-five participants completed the Program.

Tests and Measures. Four of the instruments employed had been developed in the past by other investigators to measure attitudes and beliefs concerning social problems; these are (1) McLeod-Meyer Social Values Test, (2) Thomas-McLeod Test of Ethical Commitment, (3) Breadth of Role Conception and (4) Ideologies Scales by Anselm Strauss. Two of the instruments, the Caseworker's Rating Scale and the Supervisor's Rating Scale, were designed by the staff of the Certificate Program to measure a variety of aspects of functioning presumably related to good casework. Three tests to measure mastery of content in Employment, Health and Child Rearing were also constructed by the Certificate staff. The official records of the Oregon State Public Welfare Commission were used to furnish two additional measures; namely, (1) the number of personnel actions recorded for each worker which could be deemed meritorious and (2) official supervisor ratings of the Public Welfare workers.

Procedure. Six instruments (Social Values, Ethical Commitment, Breadth of Role Conception, Ideologies, Caseworker's Rating Scale, Supervisor's Rating Scale) were administered to the Certificate Program students and the Control Group just before class work began and administered again right after class work ended in the Certificate Program. The two newly constructed rating scales were analyzed to identify possible underlying dimensions. A cluster analysis of the pre-test data revealed five such dimensions. However, cluster analysis of the post-test data failed to replicate the same "dimensions" but rather uncovered an entirely new set of possible dimensions. Factor analysis of the data showed the same lack of congruence between pre-test and post-test data. Therefore the responses to the two Rating Scales were not employed in the evaluation.

At the end of the Program, three achievement tests were given both groups of students. The examination in Child Rearing is a 43-item, multiple-choice test which was found to have a reliability coefficient of .49 (Kuder-Richardson Formula 21) while the 44-item, multiple-choice test on Employment had a reliability coefficient of .63 (Kuder-Richardson Formula 21). The other achievement test, on Health, was of the essay type and was not employed for this evaluation due to the failure of several attempts to develop a reliable scoring scheme.

Two years after the end of the Program information was abstracted from the personnel records of both groups, the Certificate Program students and the Control Group. For each individual four different performance ratings (made by the worker's supervisor) were obtained for each of three different years. These ratings were on Overall Performance, Quality of Work, Working Relationships and Job Competency. However, it was found that the records were far from complete. There was sufficient information for Overall Performance on 78 of 91 individuals, for Quality of Work on 37 of 91 individuals, for Working Relationships on 33 of 91 individuals and for Job Competency on 35 of 91 individuals. Consequently, only the data on Overall Performance for the year 1965-66 (the year preceding the Certificate Program) the year 1966-67 (the year of the Certificate Program) and the year 1967-68 (the year following the Certificate Program) were analyzed.

Similarly, the records of the same individuals for the same three one-year periods were scrutinized with regard to change in status. Adequate records were found for 44 of 45 Certificate Program students and 43 of 46 members of the Control Group. Three different types of personnel actions were identified; namely, (1) Positive change, such as promotion or merit salary increase, (2) Neutral change, such as routine salary increase or change of name, and (3) Negative change, such as demotion or dismissal. In the three-year period being examined, there was only one instance of Negative change in personnel status recorded for all the individuals in the Certificate Program and one for the individuals in the Control Group. Neutral changes in personnel status were considered irrelevant. Thus the number of Positive changes in status for each individual in both groups was studied for the three one-year periods described above.

Findings

Analysis of the pre-post Certificate Program performances reveal some interesting trends. On four scales (Social Values, Ethical Commitment, Breadth of Role Conception and Somatic Malfunctioning) there were no changes in either the Certificate students or the controls (Table 1). This finding suggests that either the Certificate Program had no effects on these attitudes of the students or else that it produces a "sleeper" effect which will emerge later possibly due to post-course student utilization of the concepts and information provided by the Program.

Two surprising differences emerged. First it was found that for both the students and the control group, from the pre-test to the post-test, there was a decided lessening in the emphasis placed on psychological trauma as a determinant of mental illness (Table 1). This parallel change in both groups suggests that the cause is likely to be outside of the Certificate Program and thus does not enter into the evaluation of the Program. Second, it was found that the students, as compared with the controls, both on the pre-test and the post-test, placed greater emphasis on social factors as contributors to mental illness (Table 1). Though not produced by the Program, this difference between the two treatment groups could be related to post-course performance on measures of achievement, particularly in the area of child rearing. However, it was found that performance on the Child Rearing Test and the Social Factors Scale were not related (r=.01), apparently eliminating attitudinal difference as an explanation for the difference in achievement found between the two groups.

On both objective measures of achievement it was found that the students were superior to the controls at the end of the Program (Table 2). The general level of the performances suggests that possibly both groups began with a better knowledge of the field of employment than of the field of child rearing. Though the magnitude of the differences between the students and the controls is not striking it is highly significant. It is likely that the actual difference between the two groups is partly masked by the low reliabilities of the tests employed; more discriminating tests may well have revealed a greater superiority of achievement by the Certificate Program group over the Control Group.

Table 1

Mean Item Scores on Six Standard Scales of Students and Controls

	Pre-certificate		Post-certificate			
	Students	Controls	Students	Controls	F ratio	p
Social Values	2.99	2.93	3.04	2.88	1.64	ns
Ethical Commitment	1.79	1.77	1.80	1.77	0.33	ns
Role Conception	2.24	2.21	2.32	2.36	1.89	ns
Psychological Trauma	4.10	4.06	3.63	3.50	8.56	.001
Social Factors	4.13	3.88	3.97	3.77	3.95	.01
Somatic Malfunctioning	3.29	3.35	3.24	3.30	0.22	ns

Table 2

Mean Achievement Scores of Students and Controls

	Students	Controls	T-test	p
Employment	27.07	20.57	6.77	.001
Child Rearing	22.84	17.91	5.60	.001

Scrutiny of performance on the job as revealed by the official records of the Oregon State Public Welfare Commission yielded some suggestive results. There was no difference between the Certificate Program students and the Control Group in increased number of Positive Personnel Actions entered during the year after the Certificate Program as compared with those entered during the year preceding the Program (t=. 11/ns). However, the two groups did differ significantly in the Overall Performance Ratings made by their supervisors (Table 3). There were no differences between the two groups during the year preceding the Program and during the year of the Program but the Certificate Program students were given higher ratings than the Control Group during the year after the Program (Table 4). The Control Group's ratings did not differ significantly from year to year whereas the ratings of the Certificate Program students showed significant improvement during the year following the Certificate Program as compared with the preceding two years (Table 5). Inquiry as to whether this apparent improvement in job performance of the Certificate students would be reflected in greater retention of personnel by the employing agency revealed no difference between the two groups in this regard (Table 6). It is possible that the higher performance ratings obtained by the Certificate students during the year following the Program will in subsequent years lead to a larger number of Positive Personnel Actions and greater retention by the agency.

Overall the Certificate Program appeared to demonstrate considerable success in producing significant improvement in the professional functioning of the participants. This tentative conclusion is supported by the expressions of satisfaction offered by the students, faculty and Oregon State Public Welfare Commission.

Table 3

Overall Performance Ratings Analysis of Variance

Source of Variation	ss	df	ms	F ratio	Sig.
Between Groups	306	1	306	3.69	ns
Between S's in Same Group	6,340	76	83	-	-
Total Between S's	6,646	77	-	-	-
Between Years	246	2	123	10.25	.001
Years and Groups	381	2	190	15.83	.001
Pooled S's and Years	1,787	152	12	-	-
Total Within S's	2,414	156	-	-	-
Total	9,060	233			

Table 4

Overall Performance, Mean Ratings and Sigma by Year and Group

	1965-66		1966-67		1967-68	
	Certif.	Cont.	Certif.	Cont.	Certif.	Cont.
Mean	84.1	82.3	85.1	83.8	87.6	83.7
Sigma	6.2	6.4	5.8	7.1	4.6	5.7
t-ratio	1.29		0.87		3.25	
Significance	ns		ns		.01	

Table 5

Overall Performance Ratings, Difference Scores

	1965-66 and 1966-67			1966-67 and 1967-68			1965-66 and 1967-68		
	Certif.	Cont.	Comb.	Certif.	Cont.	Comb.	Certif.	Cont.	Comb.
Mean	0.98	1.55	1.26	2.55	0.11	1.26	3.53	1.45	2.51
Sigma	5.09	6.48	5.81	3.71	5.29	4.68	4.93	5.82	5.49
t-ratio	1.21	1.48	1.91	4.47	0.13	2.33	4.58	1.53	4.05
Significance	ns	ns	ns	.001	ns	.05	.001	ns	.001

Table 6

Employment Status and Participation in Certificate Program

	Certificate	Control	Total
Still with Agency	35	30	65
No longer with Agency	10	16	26
Totals	45	46	91

Chi Square = 1.94, df = 1, ns

Evaluations by Students

One of the basic premises of program development has been that it is important for students to be involved as much as possible in their own education. Toward that end students have been encouraged to give evaluations and suggestions to the staff. The evaluations have been seriously studied by the staff, and in most cases, suggestions by students have been acted upon.

In each of the three years, evaluations, both written and oral, have been obtained from the students. This section will describe the methods used and results obtained in each year. In general, the questions asked of the students were directed toward determining their perception of the applicability of the course work to their job responsibilities, their evaluation of teaching methodology, and their suggestions for the next year's Program.

In the first year, a questionnaire, which was answered anonomously, was sent to the students at the end of the fall quarter.[33] The students were asked what was most rewarding and unrewarding in their experience thus far. Some of the answers to the former question elicited these answers:

"it stimulates me for my job to be learning -- but more than rote learning - ideas and discussion of feelings and frustrations that clients and caseworkers experience - helps to deal with them." (from an Albany Center student); from a Portland Center student: "the whole idea of the Certificate Program - the freedom to explore and the opportunity for the consultations - was so exciting my family thought I was slightly 'teched'. I have never learned so much in so short a time - or have been so stimulated to experiment and explore..." From another Portland student: ".. an awareness of increased knowledge in three very important areas which has resulted in an increased understanding, tolerances and positive response both on the job and in my own private life. I'm really enthused about the reading materials we have been assigned ..."

The answers to the second question, "What have you personally found most difficult about the fall quarter?" brought out these responses:

(1) finding time to do readings, assignments while carrying a full caseload
(2) scarcity of library books
(3) criticism of quality of teaching

The latter criticism was found to run through most of the students' responses but was directed mainly toward one instructor, though each of the six instructors had at least one student make some constructive criticism. An attempt to upgrade the quality of teaching and to reduce the number of teachers has been discussed more fully in Chapter V, "Teaching Methods, Aids and Teacher Training."

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[33] A copy of this questionnaire and other referred to in this section are contained in Appendix H .

Regarding the first two problems, of not enough time to do the readings (or conversely, too many reading assignments), and scarcity of available books, there was a tendency on the part of each of the three teachers to view his four week segment as a completely new and separate area. Consequently, reading assignments for each segment were very complete and lengthy. This problem was reduced in the second year by having one teacher teach all three quarters. Although students complained about the amount of reading, they also had high praise for the selection and found that the readings stimulated them to think about problems differently and encouraged them to do even more reading.

At the end of the first year, in the spring seminar, the students completed an evaluation of the entire year. In groups of eight, they were asked to discuss three questions; a group recorder took notes and reported back to the large group.[34] The groups were arranged so that at least three members from each of the two teaching centers were included, that each group had one non-Public Welfare student, that at least one man caseworker was represented and that there were at least two child welfare caseworkers in each group.

The questions asked of each group were:

(1) What aspects of the Certificate Program were most relevant to your work?
(2) Did the contents of the three quarters form a sequence?
(3) What suggestions do you have for next year's Certificate Program?

In general, the suggestions fell into three categories.

(1) Teaching Methodology

- a. one teacher for each quarter
- b. resource speakers who are closer to practitioner level
- c. relate class discussion to readings
- d. illustrate concepts by giving examples
- f. less role playing

(2) Applicability of Concepts to Work

- a. gear section on employment more toward social work
- b. more thorough explanation of the conceptual framework at the beginning of school year

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[34] A synopsis of the group's answers is contained in Appendix H .

(3) General Organization

a. limit the number of long assignments
b. inclusion of more (class) members from agencies other than that of social work
c. class hours to be earlier and not from 4-6 p. m.

From these suggestions, changes were effected in second year, some of them are discussed in detail in Chapter V, "Methods." Under the heading of "Methods," number one was accomplished. Regarding number two, an attempt to upgrade the presentation of guest speakers was made by the class teacher working closely with the guest speaker before his presentation. The last three items under this heading dealt directly with the teacher's teaching methods and abilities and are discussed in Chapter V, "Teaching Methods, Aids and Teaching Training."

Under the second heading, "Applicability to Work," both suggestions were utilized: the fall seminar in the second year included a presentation and discussion of, "Selected Concepts of Social Systems," which was more effective. The curriculum dealing with employment systems was reoriented to put more focus on the social worker's role in helping people in the area of employment rather than emphasis on the employment counselor's role.

In the last category, "General Organization," the class hours for the second and third years were changed from two hours every week to four hours on alternate weeks. Regarding the suggestion that more non-Public Welfare students be included, this was not accomplished in the second year -- only one of the ninety-six students was not a Public Welfare employee -- but in the third year, twenty-three enrolling students were non-Oregon Public Welfare employees.

The last suggestion, regarding shorter assignemnts was taken for the second year, but faculty had questions about establishing any rigid guidelines for written assignments. The important consideration is by what means does the student best learn? The conclusion is probably that most students learn best by a combination of methods, including some written assignments.

In the second year of the Certificate Program no written evaluations were used during the school year. Some general feedback came from the Public Welfare Staff Development Division and some came directly to the Coordinator from students in various centers. In the spring seminar, a written evaluation consisting of five questions was completed by each student.

The summary of answers to three of the questions indicated student reaction was generally very positive in all but one center.[35] Caution should be used in interpreting these figures, for the total number of graduating students are not represented in the returns: some responses were not obtained. Also, because of the nature of the answers, a judgment by the rater was made to place the responses in one of three categories. For questions one and two, an answer which was unqualified "yes" or "no" was put in the appropriate category, while a qualified answer, indicating that parts of the curriculum were appropriate and others were not, gained a "yes/no" category. Answers to the third question were also categorized as unqualified "poor" or unqualified "good/excellent." Answers which indicate "generally good but sometimes not" fell into the "average" category.

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[35] Evaluation form and summary contained in Appendix H .

With the proceding cautions, looking at the student body's responses to the first question (Appendix H , Table 1), "Were your expectations ... met?" 70 percent of the students said "yes," or a qualified yes while 30 percent said "no." A number of people saying "no" had hoped that the Certificate Program would give them more practical help in dealing with their problems, while the unqualified "yes" answers indicated they appreciated the wide scope of the curriculum, for example, "Yes, I feel I have gained information that will give me more confidence in performing my job and to understand problems that arise in the agency." "Yes, my education had not been focused on social work and I was very poorly prepared for the work I was doing. The Certificate Program did a great deal to help me overcome this handicap."

To the question of "Was the.... course work applicable to your job?" (Appendix H , Table 2), 91 percent, including the qualified yes answers, said the course work was applicable while 9 percent answered no. Again, the "no" answers reflected a desire for more practical help in dealing with problems on the job. The qualified "yes" answers generally indicated that the sections of the curriculum which did not deal directly with problems in their caseloads, for example, a child welfare caseworker in the employment sequence, were less applicable than the quarter which dealt with child care systems.

Regarding the third question, (Appendix H , Table 3), regarding the quality of teaching, 89 percent said it was generally good or excellent while 21 percent felt it was mediocre to poor. A review of the tables in Appendix shows that there is a wide divergence in responses among the five centers, particularly to the third question. For example, the answers of students in Centers One and Four in response to the third question regarding quality of teaching shows that in both groups, about half the students felt that the quality was less than adequate whereas in the other three centers, a high majority rated the teaching as good or excellent. Answers to the question regarding applicability of course work to students' work indicate that no students except in Center One found the studies unapplicable to their work.

In one center, where the quality was evaluated as "mediocre to poor," about half thought the course work was applicable and another half gave "in some ways it was" answer. In the other center where about one-half of students rated the quality of teaching as "mediocre to poor," only 16 percent saw the course work as applicable to their jobs; about one-half gave an "in some ways it was applicable" answer and about one-third gave evaluations which indicated that they saw little use or carry-over of the course to their work. It should be noted that some students in this center felt that the teacher was hampered by a too rigid curriculum, poor selection of texts and readings and meaningless tests.

These criticisms are interesting because all five centers used the same curricculum, texts and readings and the same examinations and the criticisms do not appear in any significant number in the other centers' evaluations.

It appears that there is considerable relationship between the student's percenption of their teacher's ability and their evaluation of quality and meaningfulness of the curriculum. If this is valid finding, at least one consequence is that teachers, in order to maximize learning experiences for students, must find ways to help students to apply theory to practice.

Student evaluations in the third year consisted of one questionnaire completed after the fall quarter[36] and a rating scale administered at the end of the school year. The fall evaluation asked the following questions:

Were student expectations of fall quarter met?
Was the fall quarter relevant and pertinent to their work?
In general, what did the student consider to be the positive and negative aspects of the fall quarter?
An finally, we asked the students to make suggestions for the improvement of the methods and quality of teaching.

Of the ninety-three questionnaires sent, 68, or 73 percent, were returned. With that qualification in mind, the responses generally indicated that the students found the fall quarter useful and pertinent to their learning needs.

Specifically, in answer to the first question, were expectations met, 81 percent of the respondents (55 students) rated expectations as generally or mostly or entirely met. Thirteen percent (9 students) said some of their expectations were met while 6 percent (4 students) said none of their expectations were met. The four students who said no expectations were met elaborated by saying that they had expected information on child rearing and they didn't get it... " until the last class.. discussions were boring and lengthy." Another of the four said, "I was expecting to study and learn about 'child care' and not about environmental factors to be found in our society." From the same center, students who rated expectation as "mostly" or "extremely" met commented that "the readings and class lectures have given a broader knowledge and understanding of social values and problems..." Another: "I have studied some fine material and communicated with some worthwhile people and have found some answers"; "I found the quarter quite informative and interesting - with few exceptions."

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[36] Questionnaire and student responses contained in Appendix H .

From all centers, a number of answers indicated that there were no particular expectations except, in a few cases, "a grade."

In response to the second rating regarding pertinence of the academic content to work loads, 73 percent (50 students) rated the course as "generally" or "mostly" or "all" pertinent, 14 percent (21 students) said there was some pertinence to their work, while 6 percent (4 students) saw no relevancy between class work and their jobs. Reviewing the four "no relevancy" ratings, (and these are the same four students who rated the first question as "no expectations met"), we find elaboration of their answers such as: "Nothing in the course has been relavent (sic) to my work - readings were poor - too general on vague subjects. Little interest to me..." Another: "Minorities and samples of cases were not needed. More readings and wider discussion of material needed. No depth - boring for the most part."

To compare members from the same center, who rated the course work as mostly or extremely relevant to their employment, one worker said, "Felt everything was relevant and greatly increased my understanding of those I work with." Another said, "It helped me to evaluate my work..." Another commented, "All very relevant to current problems and understanding of them. Not,of course, always relevant in a concrete sense..." [37]

In answer to the question regarding suggestions for teaching methodology, the returns indicate that students regard the teaching in all centers on a continuum from good to superior.

Sample responses of students in each of the centers are: from the Bend Center, "...the methods and quality of the teaching is excellent; however, I feel that the length of assignments are too long when weighed against job, family and community responsibilities"; from the Portland Center: "... I found having the reading assignment printed very helpful. There was enough time for class discussion"; from the Eugene Center, Section 2: "I believe the method and quality of the teaching have been very good. I have no suggestions at this time"; and from the Roseburg Center: "Perhaps less time spent in discussion of a particular case - a little more tie-in with reading material. Generally, very good, thought-provoking and stimulating.

Despite the general approval of teaching methods, a number of students did have suggestions relating to teaching methodology.

Some students felt class discussion was too rambling and the teacher should help the class focus on particular problems. A substantial number of students felt that there were too many written assignments (a written assignment was due every week). While a few students commented that the written assignments were helpful in that they forced the students to organize their thoughts, more students felt that the number of assignments was too high in view of their own family and work responsiblities. A few, too, questioned the pertinence of the assignments to their own learning needs.

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[37] The numbers and percentages of responses, by centers, are contained in Appendix H , Tables 4 and 5.

Under the question of "other suggestions," a number of students said, in effect, "carry on as you are"; others had specific suggestions; such as, more outside speakers, use of video tapes, and specific material on interviewing.

Regarding what the students considered most and least productive aspects of the fall quarter, for the latter they mentioned the written assignments, some readings not being relevant, some guest lecturers in fall quarter were not stimulating, and in some classes, discussions too unstructured.

On the positive aspects, caseworkers commented that they were better prepared to work with the poor and minority groups, learned about other agencies and their problems, the class motivated some students to read further and to get a fresh view of social problems, some students felt that they understood their own work roles better and understand their clients' problems better.

To summarize the preceding discussion on the evaluations, some general precautions must be remembered: we did not get a 100 percent return; one must consider who the respondents are; that is, their role is that of student and caseworker -- and multi implications of those statuses to each student and the effect on their answers. Finally, the nature of the questions may have been ambiguous and/or untimely to some of the students.

However, we did want some feedback from our students, primarily to elaborate whether or not the educational experience had meaning to them. Some of their suggestions were adopted. For example, the number of written assignments was reduced. The teachers probably underestimated the amount of time and energy students who carry full-time work loads have for written assignments. Assignments should be challenging and useful to the students, not a tedious requirement to overcome.

In response to the students' evaluations and to the teachers' perception of fall quarter, a number of guest lecturers were used.

The evaluation of the school year, done at the end of the spring quarter, consisted of one sentence: "...would you recommend ..(to a friend, his)... taking the Certificate Program?" Students were asked to indicate their answer on a continuum line. The possible answers on the line ranged from "absolutely not" to "by all means, yes!" [38]

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[38] The evaluation questionnaire is contained in Appendix H .

Eleven of the 89 students did not complete the questionnaire; of the remaining 78 answers, 69 were very positive, 36 checking the"By all means, yes" category; 21 checked the next category, "yes, if there were some minor changes," and 12 checked a position between the two statements. On the opposite end of responses, no students checked the most negative statement; three indicated that they would recommend the Program if there would be major changes. Six students checked the neutral statement "no strong feelings either way."

Because the questionnaires were completed anonomously, and the school year had ended, we have some confidence that the students' answers were true reflections of their feelings about the Certificate Program. And from their generally positive comments, we take some pride in feeling that our last school year was the most successful one -- successful from the viewpoint of the curriculum being pertinent and successful from the viewpoint that the quality of teaching was generally considered above average.

Summary. Three methods of evaluation were used to measure the underlying objective of the Certificate Program, an improvement in the professional functioning of the participants. Assessment of improvement or change is expensive, time consuming and has no sure promise of sound results. Evaluation procedures used took three forms: (1) testing of the students to determine certain changes in areas of knowledge and attitudes (2) review of job performance records and (3) studentss' evaluation of the Program.

Analysis of testing showed that attitudes of both the student and control groups were similar before and after the Program; two possibilities exist for this finding: either the Certificate Program had no effect in changing attitudes, or that an effect may be seen over the time as graduates utilize concepts and information provided by the Program. On objective measures of achievement, the students were superior to the control group. Review of job performance records indicate the Certificate Program graduates showed significant improvement over non-Certificate Program caseworkers. The positive findings are supported by the students' evaluations over the three years, evaluations indicating that students were enthusiastic and satisfied with their educational experience.

CHAPTER VIII

Summary and Discussion

The Certificate Program was a unique demonstration of a continuing education program which was especially designed for social workers at the Bachelor's level of education. The Program was conceived to be a supplement to the inservice training provided by the Oregon State Public Welfare Commission Staff Development Division. Part of the Program's uniqueness lay in the fact that it was a cooperative venture ensuing from the combined efforts of both the Oregon State Public Welfare Commission and Oregon State System of Higher Education. Facilitating their cooperation was the financial support and guidance of the Federal Government.

Planning for the overall goals and curriculum development began with federal funding in the winter of 1966. A major consideration facing the planning committee was the unresolved problem of inadequate training of Public Welfare personnel; this has long been identified as a major contributor to excessive staff turnover. Caseworkers, unable to understand the nature of complex personal and environmental problems faced by their clients and not possessing tools adequate for effective intervention, tend to lose their original motivation and interest in giving service to people. Education in the Certificate Program was seen as one method of providing an educational experience which would help to more fully meet caseworkers' understanding of a complex society. In collaboration with personnel from Public Welfare, the School of Social Work and the Continuing Education staff, one of the basic premises established was that the education provided by the Certificate Program would in no way supplant existing inservice Staff Development programs nor would it attempt to provide a watered down version of social work graduate studies. The goals of inservice training were defined as providing training which was directly related to caseworkers' job responsibilities; this task is most appropriate for the Staff Development Division to undertake because it is most aware and knowledgeable of caseworkers' on-the-job learning needs.

Similarly, it was felt that the teaching goals of the graduate school were not appropriate, for the most part, to the learning needs of a Public Welfare caseworker. Traditionally, graduate education has leaned heavily on the concepts of Freudian psychology, employing the therapy model, as the mode of delivery of service. While this approach has value to students who are involved in a two-year, closely supervised educational experience, this model had little to recommend itself for the purposes of the Certificate Program. The Certificate Program faculty could not assume clinical training responsibility for its students; such responsibilities are best assumed by the graduate school or by the employing agency. But an even more important reason for not using the therapy model is the fact that the traditional clinical model is not an appropriate choice of treatment modality for Public Welfare clients. Clinical treatment is most appropriately used when the client suffers from personality problems. Not all Public Welfare clientele have crippling personality problems, and in fact, a case might be made for the opposite: that most Public Welfare clientele do not suffer severe personality problems but most do suffer from the lack of adequate environmental support.

Even if a substantial portion of the Public Welfare client population had problems which could be diagnosed as personality problems, recent research findings have indicated that the typical person in the lower-social economic strata responds poorly to the therapy or clinical model - an approach which depends strongly on the client's motivation and ability to conceptualize and verbalize his feelings and thoughts. Most poor people have more pressing needs than those of, for example, "obtaining insights," or "working through" their personality and adjust-problems. Their immediate needs are of a more concrete nature: to receive an adequate livable income, learning how to use services and resources around them, adequate housing -- and the list is endless. Another consideration which negated against the use of the clinical model was the factor of caseworkers' time. The clinical model assumes, not only that the client will see the need for "treatment" but that he will make himself available for regularly scheduled interviews (generally in the practitioner's office). Therefore, the clinically oriented social worker must have adequate time for such interviews. Anyone familiar with a Public Welfare caseload realizes that time is a precious commodity to caseworkers, a commodity never in adequate enough supply.

From these considerations regarding the nature of clients' needs, the applicability of treatment models and the framework in which Public Welfare caseworkers work, the role of the caseworker was described as that of a facilitating agent, a helping person who used his relationship with the client and knowledge of the community to effect changes in the client's social and environmental situation. From this description, some of the workers' tasks would be: to help the client effectively use the existing community resources and as a corollary to that, to have adequate knowledge and understanding of other agencies, so that the caseworker, in effect, can bridge the gap that may exist between the client's needs and the delivery of services.

From these decisions regarding the nature of the Public Welfare caseworker's role, three educational objectives of the Certificate Program were established:

(1) to enhance the caseworker's awareness of the organizational context and social values for the caseworker and client within three fields of problem management
(2) to define the nature of social work functioning in the three fields
(3) to develop skills in social work intervention

Curriculum was developed around concepts of field of problem management in which the three key variables are the client, the professional and the organized arrangements through which the professional gives service. The effectiveness of the caseworker's diagnostic and treatment abilities rest on the following three variables:

- diagnostic acuity in identifying the nature of individual and family needs within the context of their total social environment

- awareness of the availability and competency in the serving of necessary social resources

- possession of necessary knowledge and skills in methods of intervention

With the underlying purposes and goals of the Certificate Program established, the Certificate Program began its first classes in the fall of 1966 with an enrollment of 50 Public Welfare caseworkers in two centers. In the next two years, the number of students and centers increased. By the end of the third year, caseworkers over the entire State had had an opportunity to enroll in the Program; a total of 227 people have received a Certificate in the Social Services.

What meaning does the Certificate have? The Certificate in the Social Services represents the fact that the graduate has successfully completed a nine-month course in social work education and has earned six academic credits transferable to the Portland State University School of Social Work. Beyond the acheivement of further completing a course at the Bachelor's level, the successful completion of the course work may, in the future, be entree to further professional advance: as a step toward admission to graduate education, or as one criteria for advancement within his agency, and possibly as a criteria for admission to the professional organization of social workers.

Did the Program meet its educational goals? Measuring educational goals poses difficulties, some of which are described in Chapter VII, "Evaluation." However, three sources do show positive findings. Tests, relating to the content taught, indicated the caseworkers in the Program had a better grasp of problem areas than did caseworkers who were not in the Program. Certificate Program graduates showed significant improvement in Overall Performance Ratings. While a comparison of agency termination rates for first-year students and control group caseworkers was similar, a recent Public Welfare study indicated that Certificate Program graduates' termination rates were considerably lower than the rates of caseworkers the last ten years. Overall, the Certificate Program appeared to demonstrate considerable improvement in the professional functioning of the participants. These conclusions are supported by expressions of satisfaction by the students, faculty and Oregon State Public Welfare Commission.

Future Plans

The Program was originally funded as a three-year Demonstration Project; federal funding ended July 1, 1969. It was planned that a substantial part of the Program would continue through a contractual agreement between the Oregon State Public Welfare Commission and the Oregon State System of Higher Education, with federal funding reduced to 75 percent and the remaining 25 percent to be shared equally between the two State agencies. The Public Welfare share of the funding was contained in the administrative portion of their budget. However, when the Oregon State Legislature met in the spring 1969, the Public Welfare budget, containing administrative costs, was severely reduced and the money designated for the Certificate Program was eliminated. Therefore, in the coming year, the Oregon State Public Welfare Commission will not have a formal relationship with the Certificate Program. However, Public Welfare caseworkers in the metropolitan Portland area will be given release work time to attend classes (but the student will be responsible for all tuition expenses). We are in the process of negotiation with the state of Washington Department of Public Assistance to provide one teaching center for Washington caseworkers. In addition, the Multnomah County Juvenile Court and state mental health agencies will be sponsoring scholarships for twenty students. In view of the number of non-Public Welfare students enrolled during the last year of Program we anticipate a number of applications from other practioners in the community.

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APPENDIX A

1. Members of General Advisory Committee
2. Curriculum Building and Research Committees
3. Personnel and Faculty Over Three Years

MEMBERS OF GENERAL ADVISORY COMMITTEE

Jerome M. Casey, Chief Social Worker
Veterans' Administration Regional Office

Mrs. Charlotte Donaldson, President
Oregon Social Welfare Association

John H. Donnelly, M. D., President
Oregon Public Health Association
Multnomah County Division of Public Health

Charles F. Feike, Executive Director
Mental Health Association of Oregon

Richard Collins (Repr. Gerald Fry)
Multnomah County Court, Conciliation Service

Miss Elizabeth Goddard, Director
Staff Development Division
Oregon State Public Welfare Commission

Gordon Hearn, Ph. D., Director
School of Social Work, Portland State University

E. Shelton Hill, Executive Director
Urban League of Portland

Dr. Dorris Lee, Professor
School of Education, Portland State University

Duane C. Lemley, Executive Director
Oregon Council on Crime and Delinquency

Clarence Mellbye, Ed. D.
Executive Director
Division of Vocational Rehabilitation
State Department of Education

Sister M. Anne Paula, Executive Director
Christie School

Leroy R. Pierson, Associate Dean of Faculty
Portland Center for Continuing Education

Advisory Committee cont.

Mrs. Hale L. Pragoff
Medical Social Work Consultant
Chronic Disease Section
Oregon State Board of Health

Carl V. Sandoz, Executive Director
Community Council

Eugene E. Taylor, M. D.
Director of Community Services
Oregon State Mental Health Division

Fielding Weatherford, Head Supervisor
Multnomah County Juvenile Court

CURRICULUM BUILDING AND RESEARCH COMMITTEES

Health

Chr. Oscar Kurren, Coordinator
Continuing Education for Social Work
School of Social Work, Portland State University

Jerome M. Casey, Chief Social Worker
Veterans' Administration Regional Office

John H. Donnelly, M. D.
Health Officer and Medical Director
Multnomah County Division of Public Health

Mrs. Mary Hughes, Nursing Supervisor
Multnomah Division of Public Health

Miss Florence Hansen
Medical Social Work Consultant
Medical Division, Oregon State Public Welfare Commission

Ruth W. Spoerli, Medical Social Consultant
Crippled Children's Division
Univeristy of Oregon Medical School

Jerrold Levy
Assistant Professor of Anthropology
Portland State University

Child Care

Chr. Arthur Emlen, Ph. D.
Associate Professor
School of Social Work, Portland State University

Miss Doris Rodman, ACSW
Supervisor of Social Service Division
Parry Center

Norman M. Janzer, M. D.
Psychiatrist in private practice

Miss Lois McCarthy
Child Welfare Representative, Oregon Public Welfare Commission

Curriculum bldg. and Research Committees cont.

Employment

Chr. James E. Lindemann, Ph. D.
Associate Professor, Medical Psychology
University of Oregon Medical School

Ron Hammett, Assistant Director
Vocational Rehabilitation Division
Department of Education

Ray A. Ziegler, Director
Senior Workers' Division
Bureau of Labor

Robert A. Keilbach
Area Manager
Oregon State Employment Service

Wendell Brown, Unit Supervisor
Case Review Unit, Oregon State Public Welfare Commission

Research

Chr. Frank Miles, Ph. D., Associate Professor
School of Social Work, Portland State University

Dr. Edwin J. Thomas, Professor
School of Social Work, University of Michigan

Keith M. Putman, Director
Research and Statistics Division
Oregon State Public Welfare Commission

Wilbur Finch, Field Instructor
Staff Development Division
Multnomah County Public Welfare Department

Jack Hegrenes
Doctorial Candidate
School of Social Service Administration
University of Chicago

PERSONNEL AND FACULTY OVER THREE YEARS

Personnel: 1966-1967

Administration:
Oscar Kurren, Ph. D., Project Director
Sonja Matison, ACSW, Project Coordinator
Morris Weitman, Ph. D., Research Consultant (Portland)

INSTRUCTORS:

Area of Child Rearing

Portland Center:
Doris Rodman, MSW, Social Services Supervisor, Parry Center for Children, Portland, Oregon
Karl Langbecker, MSW, Director, Lutheran Family Services, Portland, Oregon

Albany Center:
Sonja Matison, MSW, Certificate Program Coordinator, Portland, Oregon

Area of Health

Portland Center:
Jerome Casey, MSW, Chief Social Worker, Veterans' Administration Regional Office, Portland,Oregon
Oscar Kurren, Ph. D., Director, Certificate Program, Portland Oregon

Albany Center:
Florence Hansen, MSW, Medical Social Work Consultant, Medical Division, Oregon State Public Welfare Commission Salem, Oregon

Area of Employment

Portland Center:
James Lindemann, Ph. D., Associate Professor of Medical Psychology, University of Oregon Medical School, Portland, Oregon

Albany Center:
Ronald Hammett, Assistant Director, Vocational Rehabilitation, Division of Education, State of Oregon, Salem, Oregon
Larry Martin, Counselor Supervisor, Vocational Rehabilitation, State of Oregon, Salem, Oregon

Guest Speakers for 1966-67 Certificate Program Classes

Fall Quarter, 1966

The guest speakers were four AFDC clients.

Winter Quarter, 1967

Area of Child Rearing

Orville Garrison, MSW, Executive Director, Waverly Baby Home, Portland Oregon
Lewis Simmons, MSW, Supervisor, Skipworth Home, Lane County Juvenile Department, Eugene, Oregon
Fielding Weatherford, Acting Director, Multnomah County Juvenile Court, Portland, Oregon
Robert White, MSW, Administrator, Clatsop County Public Welfare Department, Astoria, Oregon

Area of Health

Robert Daugherty, M. D., private practice, Lebanon, Oregon
John Donnelly, M. D., Medical Director, Multnomah County Division of Public Health, Portland, Oregon
Jarvis Gould, M. D., Associate Medical Director, Hospitals and Clinics, University of Oregon Medical School, Portland, Oregon
Gene Kanagy, Administrator, Lebanon Community Hospital, Lebanon, Oregon
Hope Runnell, Director, Visiting Nurses Association, Portland, Oregon
Arnold Rustin, M. D., private practice, Portland, Oregon
Doris Wagner, Director, Public Health Nursing, Marion County Health Department, Salem, Oregon

Area of Employment

Eugene Huggins, Employment Rehabilitation and Training Department, Multnomah County Welfare Commission, Portland, Oregon
Bruce McKinley, Research Analyst, Oregon State Employment Service, Eugene, Oregon
Clarence Mellbye, Director, Oregon State Division of Vocational Rehabilitation, Portland, Oregon
F. A. Westwood, Manager, Industry and Service Office, Oregon State Employment Service, Portland, Oregon

Personnel: 1967-1968

Administration:	Oscar Kurren, Ph. D., Project Director Sonja Matison, MSW, Project Coordinator Betsie DeBeer Smith, MSW, Educational Specialist Morris Weitman, Ph. D., Research Consultant
INSTRUCTORS:	
Northern (Portland)	Oscar Kurren, Ph. D., Director, Continuing Education for Social Work, Division of Continuing Education, Portland, Oregon (winter quarter) Doris Rodman, MSW, Social Service Supervisor, Parry Center for Children, Portland, Oregon (fall quarter) Karl Langbecker, MSW, Coordinating Instructor, Director Lutheran Family Services, Portland, Oregon (fall, winter and spring quarters) James Lindemann, Ph. D., Associate Professor, Medical Psychology, University of Oregon Medical School, Portland, Oregon (spring quarter)
Centeral (Eugene)	Jeanine Mercer, MSW, Coordinating Instructor, Eugene, Oregon (fall quarter) Betsie DeBeer Smith, MSW, Coordinating Instructor, (winter and spring quarters)
Southern (Grants Pass)	Joann Peterson, MSW, Coordinating Instructor, Medford, Oregon
Eastern (La Grande)	Sonja Matison, MSW, Coordinating Instructor, Portland, Oregon
Supervisors' (Salem)	Betsie DeBeer Smith, MSW, Coordinating Instructor, Portland, Oregon

Guest Speakers for 1967-68 Certificate Program Classes

Mrs. Effie Cole, R. N., Union County Public Health Nurse, La Grande, Oregon
Mrs. Bonnie Colton, Portland, Oregon
Mr. William Conley, La Grande, Oregon
Robert J. Daugherty, M. D., Lebanon, Oregon
Ruby Doering, Portland, Oregon
Delmar Domke, M. D., Salem, Oregon
Mrs. Phyllis Jean Donohue, Portland, Oregon
David Ellis, Medford, Oregon
Melvin Dorson, Portland, Oregon
William Finkle, Portland, Oregon
Rowland Fisher, Ashland, Oregon
Richard Frost, Ph. D., Reed College, Portland, Oregon
Richard Hall, M. D., La Grande Clinic, La Grande, Oregon
David C. Harper, Eugene, Oregon
Mrs. Lillian V. Harrell, Portland, Oregon
Mr. Stan Johnson, Administrator, Grand Ronde Hospital, La Grande, Oregon
James Lindemann, Ph. D., Medical Psychology, University of Oregon Medical School, Portland, Oregon
Mrs. Dorothy Long, Social Worker, Goodwill Industries, Portland, Oregon
Robert Luther, M. D., Medford, Oregon
Mrs. Faye Lyday, Portland, Oregon
Mr. Robert L. McGlynn, Administrator, Salem General Hospital, Salem, Oregon
Mr. Donald Miller, Children's Farm Home, Corvallis, Oregon
Mr. Gerald R. Patterson, Eugene, Oregon
Mrs. Thelma Pederson, Parry Center, Portland, Oregon
Mrs. Pat Price, Portland, Oregon
Mrs. Velma Jean Redeau, Portland, Oregon
Raymond Riese, Division Director, Oregon State Public Welfare Commission, Salem, Oregon
Mrs. Bertha Roth, Assistant Director, Public Assistance Division, Oregon State Public Welfare Commission, Salem, Oregon
Miss Shirley Steele, Parry Center, Portland, Oregon
Laura A. Smith, YWCA, Portland, Oregon
Jerome Stark, Portland, Oregon
Mr. Eric Stewart, Salem, Oregon
Kenneth Dell Viegas, Eugene, Oregon
Bonnie Tull, Eugene, Oregon
Norman Wyers, Ashland, Oregon
Mr. Richard Williams, Associate Administrator, Sacred Heart General Hospital, Eugene, Oregon
Mr. Ray Ziegler, Director, Senior Workers' Division, Bureau of Labor, Portland, Oregon

Personnel: 1968-1969

Administration:	Oscar Kurren, Ph. D., Project Director Sonja Matison, MSW, Project Coordinator Betsie DeBeer Smith, MSW, Educational Specialist Betty Leonard, MSW, Instructor Morris Weitman, Ph. D., Research Consultant (part-time)

INSTRUCTORS:

Portland Center:	Betsie DeBeer Smith, MSW, Educational Specialist, Continuing Education for Social Work, Portland, Oregon
Bend Center:	Betty Leonard, MSW, Social Work Educator, Continuing Education for Social Work, Portland, Oregon
Roseburg Center:	Betty Leonard, MSW
Eugene Center:	Betty Leonard, MSW Sonja Matison, MSW, Certificate Program Coordinator, Portland, Oregon

Guest Speakers for 1968-69 Certificate Program Classes

Mrs. Hannah Banek, Portland, Oregon
Mr. Loran Banek, Portland, Oregon
Mrs. Laura Battle, Portland, Oregon
Mr. Herbert Bisno, Chairman, Community Service Program, University of Oregon, Eugene, Oregon
Harold Boverman, M. D., Director, Division of Child Psychiatry, University of Oregon Medical School, Portland, Oregon
Senator John Burns, Portland, Oregon
Mrs. Alice Collins, Day Care Study, Portland, Oregon
Robert I. Daugherty, M. D., Lebanon, Oregon
Eugene Dickey, Jr., M. D., Bend, Oregon
Mr. Ronald Gevurtz, Attorney, Portland, Oregon
Dr. James Goodman, University of Washington, Seattle, Washington
Sam Grave, Portland, Oregon
Dr. Constance Hanf, University of Oregon Medical School, Portland, Oregon
Ramona Harms, Redmond, Oregon
Mr. Jack Hegrenes, Crippled Children's Division, University of Oregon Medical School Portland, Oregon
Mr. Dave Hopper, Portland, Oregon
Mrs. Eleanor Hopper, Portland, Oregon
Samuel Irwin, Ph. D., Department of Psychiatry, University of Oregon Medical School, Portland, Oregon
Mrs. Connie Kidd, Portland, Oregon
Mr. Charles King, Bend, Oregon
Mrs. Nancy Kosterlitz, Child Psychiatry Dept., University of Oregon Medical School, Portland, Oregon
James Lindemann, Ph. D., Medical Psychology, University of Oregon Medical School, Portland, Oregon
Mrs. Faye Lyday, Portland, Oregon
Mr. Neal Lynn, Portland, Oregon
Nancy Marshall, Ph. D., Crippled Children's Division, University of Oregon Medical School, Portland, Oregon
James Maurer, Ph. D., Speech and Hearing Department, Portland State University, Portland, Oregon
Mr. George Memmot, Portland, Oregon
Mr. William Morgan, Redmond, Oregon
Mr. Patrick Murphy, Portland, Oregon
Kathleen Newbil, Portland, Oregon
Mrs. Dorothy Odeane, Licensing Consultant for Institutions of Care, Multnomah County Department of Medical Services, Portland, Oregon
Mr. Dean Orton, Assistant Supervisor of Treatment, Corrections Division, Salem, Oregon
Mrs. Linda Owen, Portland, Oregon

Miss Eleanor Palmquist, Portland, Oregon
Arthur Pearl, Ph. D., Education Department, University of Oregon, Eugene, Oregon
Miss Erma Plett, Douglas County Public Health Department, Roseburg, Oregon
Wayne Plummer, Division of Continuing Education, Portland, Oregon
Michael Powell, Portland, Oregon
Mrs. Pat Price, Portland, Oregon
Senator Betty Roberts, Portland, Oregon
Dr. Edward Scott, Clinic Director, Alcohol and Drug Section, Portland, Oregon
Dr. Charles Spray, Outside-In Clinic, Portland, Oregon
Mr. Dell Smith, Assistant Manager, Concentrated Employment Program, Portland, Oregon
Olive Stone, Ph. D., School of Social Work, Portland State University, Portland, Oregon
Lt. John Strudgeon, Bureau of Police, Portland, Oregon
Barbara Taylor, Gresham, Oregon
Jim Taylor, Gresham, Oregon
Leif Terdal, Ph. D., Crippled Children's Division, University of Oregon Medical School, Portland, Oregon
Mr. John Tovey, Child Psychiatry Department, University of Oregon Medical School, Portland, Oregon
Ann Warner, Portland, Oregon
Senator Don Willner, Portland, Oregon
Mrs. Helenmarr Wimp, PHN, Tri-County Public Health Office, Prineville, Oregon
Mr. Bert Worley, Assistant Regional Director, Department of Vocational Rehabilitation, Portland, Oregon
Mr. Ray Ziegler, Director, Senior Workers' Division, Bureau of Labor, Portland, Oregon

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

15:D

May 1, 1967

Mr. Andrew F. Juras
Administrator
State Public Welfare
Commission
422 Public Service Building
Salem, Oregon 97310

Dear Mr. Juras:

This will confirm our telegram to the regional office that the Oregon demonstration project #1400-2, "Certificate Program" has been approved for a second year beginning May 1, 1967. Attached is a copy of the revised approved budget, which totals $62,291.50, of which $20,897.75 is a grant from special Federal project funds.

The first progress report on the second year of this project will be due no later than November 1, 1967.

Sincerely,

John J. Hurley
Deputy Director

Enclosure

Form FS-150 (Rev. 10/65)
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Welfare Administration
Bureau of Family Services

Budget Bureau No. 122-R005.1

Leave blank –
Number.............. 1100-2   88
Date received....... FEB 21 1967
Action and date..... Approved 4/20/67
Approval period..... 5/1/67 - 4/30/68
Approved SFP grant. $20,897.75

APPLICATION   DEMONSTRATION PROJECT   (Title XI, Section 1115 of the Social Security Act)

Application is hereby made to the Bureau of Family Services for approval of a demonstration project, for the purpose described herein, in accordance with the agreement signed below:

1. TITLE OF PROJECT: The Certificate Program in the Social Services

2. TYPE OF APPLICATION: Original ☐ Continuation ☐

3. REASON(S) FOR REQUESTING APPROVAL UNDER SECTION 1115 OF THE SOCIAL SECURITY ACT:
Waiver of plan requirements ☐
Cost not otherwise subject to Federal financial participation ☐
Request for special Federal project funds ☐

4. TOTAL COST OF PROJECT FOR APPROVAL PERIOD (Not to exceed one year)... $82,291.50

5. SPECIAL FEDERAL PROJECT GRANT REQUEST FOR APPROVAL PERIOD....... 20,897.75

6. LOCATION OF PROJECT: Statewide
(Statewide or identify local agency)

7. PROJECT DIRECTOR: George Warren, Project Director
(Name and title)

8. AGREEMENT: It is understood and agreed to by the applicant that: (1) Funds granted for this project will be used only for the conduct of the project as approved. (2) The grant may be terminated in whole, or in part, by the Director of the Bureau of Family Services. Such termination shall not affect obligations incurred under the grant prior to the effective date of such termination. (3) When funds are advanced, any unexpended balance at the end of the approval period will be returned. (4) When the project is terminated, there will be proper accounting for the Federal interest in the value of all equipment purchased from project funds. (5) The applicant will request that the project be revised whenever the approved plan of operation or method of financing is materially changed. (6) Progress reports will be submitted every six months. The final report will be submitted shortly after the project terminates. Necessary records and accounts, including financial and property controls, will be maintained and made available to the Department of Health, Education, and Welfare for audit purposes. (7) All reports of investigations, studies, etc. made as a result of this proposal will acknowledge the support provided by the Bureau of Family Services. (8) All personal information concerning individuals served or studies under the project is confidential and such information may not be disclosed to unauthorized persons. (9) The Bureau of Family Services reserves a royalty-free nonexclusive license to use and authorize others to use all copy rightable or copyrighted material resulting from this project. (10) Form HEW-441 (Assurance of Compliance with the Department of Health, Education, and Welfare Regulation under Title VI of the Civil Rights Act of 1964) applies to this application and is on file with a unit of the Department ☐ or is attached ☐

It is certified that the applicant has the legal ability to conduct this project.

Andrew P. Juras, Administrator - Oregon State Public Welfare Commission
(Name and title of authorized official)

Oregon State Public Welfare Commission
(State agency)

(Signature)

Salem, Oregon

January 26, 1967

ESTIMATE OF EXPENSES BY OBJECT FOR APPROVAL PERIOD*

1. PERSONNEL (List all positions by title and annual salary; use continuation sheets, if necessary.)	Percent time on project	Regular Federal share (1)	State funds (2)	Amount requested SFP funds (3)	Total estimated costs (4)
Salaries (see item 1 on attachment)		$26,040.00		$8,680.00	$34,720.00
Payroll assessment 8%		2,083.50		694.50	2,778.00
Subtotal		$28,123.50		$9,374.50	$37,498.00
2. TRAVEL (Itemize by major purposes.)					
Travel & per diem - staff		3,802.50		1,267.50	5,070.00
In-State and Out-of-State		750.00		250.00	1,000.00
Student travel & per diem		4,637.25		1,545.75	6,183.00
Subtotal		9,189.75		3,063.25	12,253.00
3. SUPPLIES (Itemize by major types; regular Federal share may not exceed 50% of cost.)					
Subtotal		250.00		250.00	500.00
4. EQUIPMENT (Itemize; regular Federal share may not exceed 50% of cost.)					
Subtotal					
5. ASSISTANCE PAYMENTS (Itemize; using continuation sheets, if necessary.)					
Subtotal					
6. OTHER EXPENDITURES (Itemize.)					
See Item 6 attachment					
50%		400.00		400.00	800.00
75%		23,430.00		7,810.00	31,240.00
Subtotal		23,830.00		8,210.00	32,040.00
7. TOTAL COSTS		$61,393.25		$20,897.75	$82,291.00

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MAY 8 1967
State Public
Welfare Commission

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*May not exceed 1 year.

ESTIMATE OF EXPENSES BY PURPOSE FOR APPROVAL PERIOD*

Categorical Program Summary all categorical programs

(Since the State agency must allocate project costs to specific categorical program(s), a separate copy of this page should be made out for each program involved, with each copy showing only those costs charged to the given program. All project costs are to be summarized on page 4.)

PART I. ESTIMATED COSTS FOR ASSISTANCE

	First quarter	Second quarter	Third quarter	Fourth quarter	For approval period
A. Number of new recipients added by demonstration project....................					
B. Number of recipients with grants increased due to demonstration project.......					
C. Total payments due to demonstration project.......	$	$	$	$	$
1. Federal share from regular fund............	$	$	$	$	$
2. State fund..............	$	$	$	$	$
3. Additional Federal share of assistance from special Federal project funds (may not exceed Item C minus Item C1 above)..................	$	$	$	$	$

PART II. ESTIMATED COSTS FOR ADMINISTRATION, SERVICES, AND TRAINING

	Subject to 75% Federal financial participation		Subject to 50% Federal financial participation	Total
	Services	Training		
A. Total..................................	$	$ 80,991.00	$ 1,300.00	$ 82,291.00
1. Regular Federal share..................	$	$ 60,743.25	$ 650.00	$ 61,393.25
2. State funds............................	$	$	$	$
3. Additional Federal share from special Federal project funds (may not exceed Item A minus Item A1 above)...........	$	$ 20,247.75	$ 650.00	$ 20,897.75

* May not exceed 1 year.

N.B. Only total sheet has been prepared, but specific categories apply.

SUMMARY AND ESTIMATE OF FUTURE COSTS

PART I. SUMMARY OF ESTIMATE OF EXPENSES BY PURPOSE FOR ALL CATEGORICAL PROGRAMS FOR APPROVAL PERIOD

A. Regular Federal share (Sum of Part I.C.1. and Part II.A.1.)........................ $61,393.25

B. State funds (Sum of Part I.C.2. and Part II.A.2.)................................ $---

C. Amount requested from special Federal project funds (Sum of Part I.C.3. and Part II.A.3.)... $20,897.75

D. Total project costs for approval period (This sum should be the same as the total on the Estimate of Expenses by object).. $82,291.00

PART II. ESTIMATE OF COSTS DURING FUTURE YEARS OF DEMONSTRATION PROJECT

(Projects will generally not be considered if they require longer than 3 years to complete. Approval to carry out the project beyond the current approval period depends upon the receipt of satisfactory progress reports and a continuation request on Form FS-180. Progress reports are due every 6 months. The continuation request is due not later than 2 months before the end of the current approval period.)

A. Estimated total duration of project: Beginning March (Month) 1 (Day) 1966 (Year) Ending April (Month) 30, (Day) 1969 (Year)

B. Estimated total cost of project: Second year—$82,291.00 Third year—$90,000.00

C. Estimated special Federal project grant request:

Second year—$20,897.75 Third year—$24,000.00

Certificate Program

in

Social Work

PROPOSED BUDGET

May 1, 1967, to April 30, 1968

		FTE	Federal Support via State Public Welfare Commission	Division of Continuing Education Support
Item 1:	Personnel			
	Project Director Oscar Kurren 12 mos. Salary $15,820	.50	$ 7,910	-0-
	Coordinator Miss Sonja Matison 12 mos. Salary $11,300	1.00	11,300	-0-
	Chief Instructor 12 mos. @ $9,500	.50	4,750	-0-
	Administrative Assistant Mrs. Jear Fisher 12 mos Salary $6,000	.50	3,000	-0-
	Secretarial and Clerical			
	Secty. III Mrs. Dorothy Carr	1.00	4,560	-0-
	Other Clerical Assistance		3,200	-0-
			34,720.00	
	Payroll assessment 8%		2,778.00	
	Sub-total		37,498.00	
Item 2:	Travel and Per Diem Staff			
	In-State		5,070.00	-0-
	Out-of-State		1,000.00	-0-
	Student Travel and Per Diem		6,183.00	-0-
	Sub-total		12,253.00	
Item 3:	Supplies		500.00	
	Sub-total		500.00	

Item 6: Other Expenditures		
Telephone(50/50)		$ 500.00
Postage (50/50)		300.00
Duplicating (75/25)		1,500.00
Room Rental 75/25)		700.00
Seminar Luncheons (75/25)		600.00
Teaching Supplies (75/25)		
Books and material	$5,392.00	
Reprints	1,500.00	
Audio Visual Material	1,000.00	7,892.00
Faculty Conferences (75/25)		
Teacher-training		6,480.00
Consultants-Program Evaluation (75/25)		4,000.00
Faculty consultants guest lecturers (75/25)		3,600.00
Teaching faculty- 392 contract hours @$16.50 (75/25)		6,468.00
	Sub-total	$32,040.00
	TOTAL	$82,291.00

NB. Indirect costs not applicable section 1115 projects.

Explanatory Notes for Proposed Budget for the Year
May 1, 1967, to April 30, 1968

General statement: the following remarks refer to increases only. Item decreases occurred under the categories of salaries for Curriculum Development Consultants, Research Consultants, office supplies, and telephone expenses. Some new items appear in the proposed budget; they are items which were in last year's budget but under a broad heading. For sake of clarity these items are listed separately in this budget.

Reasons for Item Increases

Projected annual salary increases for employees in the Oregon System of Higher Education account for increases in the salaries of the Project Director, the Coordinator, and for the Secretary III position.

A new position of Chief Instructor, on a half-time basis, is included in this budget. The need for this position is described in the narrative report. In an effort to upgrade the quality of teaching, the person in this position will assist the Project Coordinator in reviewing and revising curriculum, and in developing and coordinating teacher-training meetings. It is also planned that the Chief Instructor will teach some segments of the Certificate Program.

Another new item, "teacher training," will cover payments to teachers for their attendance, throughout the year, in teacher-training meetings. A detailed account of this item is explained more fully in the narrative report.

The amount under the item of "teaching faculty" has increased in the new budget because we are adding two workers' teaching centers and possibly a fifth center for supervisors, thus more than doubling the number of teaching hours.

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MAY 3 1967
State Public Welfare Commission

"Payroll assessments" has increased over last year because the total salary amount upon which this item is based has increased and also because of a rate increase from an estimated 7.3 % to an estimated rate of 8 %.

Under "teaching supplies," the amount designated for "books and materials" has been increased over last year for two reasons: (1) student population will be doubled and, (2) our first year's experience has shown us that more books must be available to the individual student. Our ratio of books per student in the first year was one to twelve; the increase represents a ratio of one book to three students.

"Audio-visual materials" is a new item; we hope to use audio-visual teaching material in the next year's classes, although at this time, we have not designated what material we will use.

The amount for "travel and per diem, In-State," has increased due to plans for increased teacher-staff development, an increase in the number of teachers, and the greater distances some teachers will have to travel to the Portland Center. Also the Project Coordinator will be visiting the four centers on a regular basis. (The two additional centers are each approximately two-hundred and fifty miles from Portland.) In last year's budget, the students' travel and per diem expenses were not listed separately; the proposed budget lists this item separately.

OREGON STATE SYSTEM OF HIGHER EDUCATION

Division of Continuing Education

126 Finance Building

Salem, Oregon

Agreement

Whereas the State Public Welfare Commission, hereinafter referred to as the COMMISSION, desires to participate in the development of continuing educational programs for its employees and those of county welfare offices under its administrative jurisdiction,

And, whereas the Oregon State System of Higher Education, Division of Continuing Education, hereinafter referred to as the DIVISION, shares in the interest of the COMMISSION and has or can obtain the capability, personnel and resources necessary to assist in the development and conduct of such continuing educational programs,

Now, therefore, the COMMISSION and the DIVISION agree as follows:

DIVISION AGREES:

1. To develop and conduct continuing education programs as described in the narrative description and budget notes for a Certificate Program in Social Work by Oscar Kurren which is attached hereto and made a part hereof.
2. To cover all indirect expenses, including general supervision, business services, registration, departmental administration, general library support, required facilities on campus, and such other general support and direction as may be required, as its contribution to and participation in the development of the programs covered by this agreement.
3. To transfer any library books or reference materials acquired through or under this agreement to the Portland State College Library or the Portland State College School of Social Work, or both of them, in accordance with institutional policies at such time as the transfer referred to shall appear consistent with the objectives of this agreement, and in any event, no later than at the termination of this agreement or an extension or renewal thereof.

COMMISSION AGREES:

1. To pay to the Division, within a reasonable time after presentation to the Commission of monthly billings supported by the Comptroller's departmental statement listing payments from the restricted fund project account established exclusively for this agreement, all amounts representing reimbursement to the Division for payments made directly and specifically in the conduct and development of the programs covered by this agreement, but not to exceed $87,933.97.

2. To cooperate with the Division in selecting staff for participation in the program.

3. That all right, title and interest in any library books or other equipment purchased by the Division under terms of this agreement shall vest in the Division, subject to disposition by the Division per paragraph 3 above.

This agreement covers the period, July 1, 1968, through June 30, 1969, and it is understood that payments made for goods ordered or services performed after June 30, 1969, are not reimbursable per terms of this agreement; but that payments made subsequent to June 30, 1969, for goods or services ordered or performed prior to that same date will be reimbursable in accordance with the terms of this agreement.

In witness hereof, the parties have caused this instrument to be executed by their properly authorized officers.

STATE OF OREGON
STATE PUBLIC WELFARE COMMISSION

Andrew F. Juras
Andrew F. Juras, Administrator

State of Oregon Acting BY AND THROUGH
the State Board of Higher Education
on BEHALF of the
Division of Continuing Education

6/14/68
H. A. Bork, Vice Chancellor for
Business Affairs

R. L. Collins, Secretary

OREGON STATE PUBLIC WELFARE COMMISSION
Staff Development Division

Agreement

Whereas the State Public Welfare Commission, hereinafter referred to as the COMMISSION, desires to participate in the development of continuing educational programs for its employees and those of county welfare offices under its administrative jurisdiction,

And, whereas the Oregon State System of Higher Education, Division of Continuing Education, hereinafter referred to as the DIVISION, shares in the interest of the COMMISSION and has or can obtain the capability, personnel and resources necessary to assist in the development and conduct of such continuing educational programs,

Now, therefore, the COMMISSION and the DIVISION agree as follows:

DIVISION AGREES:

1. To develop and conduct classes of "The Certificate Program in the Social Services" for interested employees of Public Welfare in three class centers, the location to be mutually determined and agreed upon by the DIVISION and COMMISSION,and comprise not less than eighty percent participation by Commission employees.

2. To deposit the amount of $16,254 with the COMMISSION which will become State funds,for federal matching purposes, with the understanding that any unused portion of these funds will be returned to the DIVISION.

3. To cover all indirect expenses, including general supervision, business services, registration, departmental administration, general library support, required facilities on campus, and such other general support and direction as may be required, as its contribution to and participation in the development of the programs covered by this agreement.

4. To prepare a preliminary report of curriculum changes in the fall of each school year, a final report covering the total school year and submit to the COMMISSION on or before July 1st of each calendar year, an individual assessment of each employee's participation for submission to the COMMISSION on or before July 1st of each calendar year, and any additional fiscal reports deemed necessary.

5. To transfer any library books or reference materials acquired through or under this agreement to the Portland State College Library or the Portland State College School of Social Work, or both of them, in accordance with institutional policies at such time as the transfer referred to shall appear consistent with the objectives of this agreement, and in any event, no later than at the termination of this agreement or an extension of this agreement or an extension or renewal thereof.

(page 1 of 2 pages)

COMMISSION AGREES:

1. To pay to the Division, within a reasonable time after presentation to the Commission of monthly billings supported by the Comptroller's departmental statement listing payments from the restricted fund project account established exclusively for this agreement, all amounts representing reimbursement to the Division for payments made directly and specifically in the conduct and development of the programs covered by this agreement, but not to exceed $105,718.18.

2. To cooperate with the Division in selecting staff for participation in the program.

3. That all right, title and interest in any library books or other equipment purchased by the Division under terms of this agreement shall vest in the Division, subject to disposition by the Division per paragraph 3 above.

This agreement covers the period, July 1, 1969, through June 30, 1971, and it is understood that payments made for goods ordered or services performed after June 30, 1971, are not reimbursable per terms of this agreement; but that payments made subsequent to June 30, 1971, for goods or services ordered or performed prior to that same date will be reimbursable in accordance with the terms of this agreement.

In witness hereof, the parties have caused this instrument to be executed by their properly authorized officers.

STATE OF OREGON
STATE PUBLIC WELFARE COMMISSION

Andrew F. Juras, Administrator

State of Oregon Acting BY AND THROUGH
the State Board of Higher Education
on BEHALF of the
Division of Continuing Education

H. A. Bork, Vice Chancellor for
Business Affairs.

R. L. Collins, Secretary

(page 2 of 2 pages)

APPENDIX C

State of Oregon
STATE PUBLIC WELFARE COMMISSION
Public Service Building
Salem, Oregon 97310

EXECUTIVE BULLETIN: 69-29
April 29, 1969
Source: Staff Development
Approved:

TO: County Administrators, Supervisors, Caseworkers, State Division Directors, and Supervisors

SUBJECT: The Certificate Program

The Certificate Program, sponsored by the Oregon State Public Welfare Commission and Portland State College School of Social Work in cooperation with the Division of Continuing Education, will begin its fourth year in September, 1969. Tentatively planned for this year are the following Centers:

Portland Center — Portland, Oregon
Multnomah, Columbia, Washington,
Clackamas, Clatsop, Hood River,
and Wasco counties.

Eugene Center — Eugene, Oregon
Lane, Linn, Lincoln, Marion, Polk
Yamhill, Benton, Douglas, and
Coos counties.

For all Centers, classes will be held four hours every other week, from 10:00 a.m. to 12:00 noon and from 1:00 to 3:00 p.m.

The Program will begin on Monday, September 22, 1969, with a 3-day Residence Seminar for all Center groups at Portland State College, followed by the bi-weekly classes in the Center locations during the 9 months, and concluding with a full time Residence Seminar for 4 days for all Centers in Portland.

Caseworkers eligible to apply are those with permanent Civil Service status and who plan to stay with the agency at least one year following the completion of the Certificate Program (unless granted Educational Leave).

Training Leave will be authorized for between 50 and 75 caseworkers to attend the 2 caseworker Centers. Training Leave will cover time in transportation to and from class and Residence Seminars; also covered is the time in class and the Residence Seminars sessions.

Scholarships will be available to the Public Welfare staff selected, providing each caseworker tuition for the 2 seminars and the ongoing classes. It will also cover reimbursement for transportation, lodging, and per diem for the two seminars, for those staff not within commuting distance of Portland. Each student will assume the cost of daily transportation to classes and the purchase of books. Those persons traveling 100 miles or over one way to class may drive State cars if approved by the county administrator. Provision will be made by the Centers for adequate library material.

The following procedure should be followed in applying to participate in the Certificate Program:

1. Each staff member wishing to participate in the Certificate Program should complete the application (located in the Certificate Program brochure) and attach it to a completed SPW 98. This is submitted to the county administrator or State division director for his approval.

2. The county administrator will approve or deny the request for Training Leave on the SPW 98 (contingent on the applicant's being selected to participate by the Certificate Program and Staff Development Division) and forward the approved applications with attached SPW 98's to the Staff Development Division by July 1, 1969.

3. The Staff Development Division will forward all applications on to the Certificate Program, retaining the SPW 98's until final decision re acceptance is made.

4. The Division of Continuing Education will notify the Staff Development Division no later than August 13, 1969, whether or not the applicant has been accepted and these letters of notification will be returned with accompanying SPW 98's to the county administrator or State division director for return to the applicant.

5. Persons selected to participate in the Certificate Program will return the "Notice to Enroll" sent with the notice of acceptance to the Division of Continuing Education no later than August 27, 1969, as confirmation of acceptance and their plan to enroll in the Certificate Program.

Staff attending the Certificate Program is expected to attend all classes and carry out all assignments. If a student finds it necessary to withdraw from the Program, he must notify immediately his Certificate Program instructor, his immediate supervisor, and the Staff Development Division. The latter is to be done through the return of the SPW 98 with an explanation of the reason for withdrawal.

State of Oregon
STATE PUBLIC WELFARE COMMISSION
Public Service Building
Salem, Oregon 97310

EXECUTIVE BULLETIN: 66-28
June 8, 1966
Source: Staff Development
Approved:

TO: County Administrators, PA and ChW Casework Supervisors and Caseworkers, State Division Directors and Supervisory Staff

SUBJECT: A Combination Form SPW 98 for Reporting Both Conference and Training Leave

EFFECTIVE DATE: Upon Receipt

At the suggestion of the Task Force and approved by the Procedures Committee, the two previous forms, SPW 97 and 98, have been combined into a revised SPW 98 for reporting Conference and Training Leave.

Attached is the revised policy on attendance at conferences, institutes, workshops, short term courses, etc. which is now in effect. Please note the difference in Conference Leave and Training Leave and in the procedures for application, approval and reporting to the Staff Development Division.

All such meetings are first approved for agency staff attendance by the Staff Development Division with the understanding that the County Administrator or the State Division Director approve the specific staff member's attendance if, in his opinion, such attendance at the conference, institute, etc. should improve his competence on the job. Planned attendance at such meetings within the attached policies is a part of the agency's staff development program. A record of such attendance will be kept in the Staff Development Division and in the staff member's personnel file.

During such leave operations in the offices must be maintained.

Please see blue Staff Development flyers and programs, which should be posted on office bulletin boards, for approved list and content of the various conferences, institutes, etc. When State Cars are authorized for transportation, a note of such will be included.

Attachment

Revised July 1963 and
June 1966

AGENCY POLICY ON CONFERENCE, TRAINING AND SPECIAL LEAVES

In addition to educational opportunities which are necessary to obtain and ensure technically and professionally qualified staff, the agency shall provide as part of its staff development program for professional and technical staff an opportunity to participate in less formalized learning situations outside the agency than attendance at graduate schools or universities. These opportunities include:

1. Planned attendance at professional meetings for the purpose of participating in discussion, panels or workshops or institutes which are a part of a conference. This is defined as Conference Leave.
2. Planned attendance at short courses of study sponsored by the agency or outside organizations on subjects pertinent to the performance of the professional or technical staff member's duties. This is defined as Training Leave.
3. Educational or study experience for refresher or developmental purposes for long-time employees who may have completed the basic technical or professional education and had an extended period of satisfactory agency experience. This may be observation or review of other or related programs, teaching, independent research, further study, etc. This is defined as Special Leave.

CONFERENCE LEAVE

It is the policy of the agency that professional and technical staff be allowed Conference Leave (time off with pay) to attend conferences, workshops or institutes (the latter of 3 days or less) on the agency approved list as defined above, up to a maximum of 9 days including travel time each fiscal year (July 1 - June 30). Approval for Conference Leave is required of the County Administrators for county staff and State Division Directors for State Office staff. The State Staff Development Division provides the staff a list of conferences approved each year. No per diem nor transportation is allowed except the use of State cars is allowed for the Oregon State Conference on Social Welfare, the Northwest Child Welfare League Conference and the West Coast Conference of the American Public Welfare Association, if the last two are held in Oregon.

Procedure for Reporting Conference Leave

County Administrators and State Division Directors must report to the Staff Development Division on Form SPW-98, in duplicate, that such Conference Leave was approved and taken by the individual, one copy of which shall be placed in the staff member's personnel record. Leave used also must be reported by the County Administrator or State Division Director to the Personnel Division on the monthly attendance record (Form SPW-54).

TRAINING LEAVE

This is leave from the performance of daily duties for short periods of time from 3 to 30 days to attend short term courses, seminars or institutes (the latter of more than 3 days) held outside the agency which have particular educational value to the specific staff member and related to the employee's specific assignment and which are sponsored by an outside organization.

Professional and technical staff may apply for Training Leave to attend one such course in any fiscal year with time off with pay.

Procedure for Application forIn-state Courses, etc.

For County staff, an application on Form SPW 98 in triplicate shall be submitted to the County Administrator for decision on attendance based on the appropriateness of the course's content to the specific staff member's job responsibilities and the training needs within the county. In making the decision the County Administrator shall use the Staff Development Division as a resource as to the content and method of the course, seminar or institute and its appropriateness to the county's training needs before making the decision. The Staff Development Division shall advise the appropriate field staff on the request. The County Administrator also may wish to use the appropriate field service as a resource.

If reimbursement for per diem, transportation, other than the use of the State car and/or registration fee is requested and is recommended by the County Administrator, it will be necessary to obtain approval of the Staff Development Division in order that it can be determined if funds are available and if so, charged against the proper training budget. Use Form SPW 98 in triplicate in making request to the Staff Development Division. The Staff Development Division will confer with the appropriate field staff on these matters and return the forms as approved or not approved.

For State staff, an application on Form SPW 98 in triplicate shall be submitted to the State Division Director for decision on attendance based on appropriateness of the course's content to the specific staff member's job responsibilities and the needs of the Division. The Division Director shall use the Staff Development Division as a resource as to content and method of the course, seminar or institute and the appropriateness of it to the State Office's training needs before making the decision.

If reimbursement for per diem, transportation, other than the use of a State car and/or registration fee is requested and is recommended by the Division Director, it will be necessary to refer the request by Form SPW 98 in triplicate to the Staff Development Division in order to determine if training funds are available for this purpose.

Procedure for Application for Out-of-state Courses, Seminars, Institutes, etc.

For County staff, an application shall be submitted on Form SPW 98 in triplicate to the County Administrator for his decision on attendance if there is no request for reimbursement for per diem or travel. In any case the County Administrator shall use the Staff Development Division as a resource as to content and method of the course and its appropriateness to the agency's training needs. The Staff Development Division shall advise the appropriate field staff on the request. The County Administrator also may wish to confer with the appropriate field staff.

If reimbursement for per diem, transportation and/or registration fee is requested and is recommended by the County Administrator, it will be necessary to refer the request by Form SPW 98 in triplicate to the Staff Development Division in order to evaluate the request against training funds available for this purpose. The request will then be sent to the Assistant Administrator for his approval and submission to the State Commission and State Finance and Administration Department for approval for out-of-state travel funds. The Staff Development Division will be responsible for notifying the County Administrator of the agency's decision.

For State staff, application shall be submitted on Form SPW 98 in triplicate to the State Division Director for his decision on attendance, provided it does not include request for reimbursements for per diem and transportation. The Director shall use the Staff Development Division as a resource on the content and method of the course and its appropriateness to the State office's training needs before making the decision.

If reimbursement for per diem, transportation and/or registration fee is requested and is recommended by the Division Director, it will be necessary to refer the request on Form SPW 98 in triplicate to the Staff Development Division in order to determine if training funds are available for this purpose. The request will then be sent to the Assistant Administrator for his approval and submission to the State Commission and the State Finance and Administration Department for approval for out-of-state travel funds. The Staff Development Division will be responsible for notifying the Division Director of the decision.

Procedure for Reporting for Out-of-state and In-state Training Leave

County Administrators and State Division Directors shall report to the Staff Development Division on Form SPW 98 in duplicate that such Training Leave was approved and taken by the individual. One copy will be placed in the staff member's personnel record. Leave used also must be reported to the Personnel Division on the monthly attendance Form SPW 54.

SPECIAL LEAVE (Sabbatical Leave)

Administration may stimulate a request for special leave or a staff member may apply to the State Administrator for such leave. Procedures for this will need to be worked out. No procedures have been developed for this type of leave.

Approved by the Staff Development
  Committee July 1963

STATE OF OREGON
STATE PUBLIC WELFARE COMMISSION
SPW 98 REV. 4/68

PREPARE IN TRIPLICATE
See definitions and additional instructions on reverse side.

COUNTY ADMINISTRATOR OR DIVISION DIRECTOR: Your Approval or Disapproval is needed on ALL Applications for Leave With Pay.

PLICATION FOR LEAVE WITH PAY

For: ☐ **TRAINING** ☐ **CONFERENCE**

PART I - REQUEST

Category ☐ PA ☐ CW

Name (first, middle, last)

Position Title

County or SPWC Divisio

Name of Conference, Course, Seminar, Institute, etc.

Sponsoring Group(s)

Dates to Attend (incl. travel time)

Hours (incl. travel)

Location

REQUEST FOR:

☐ Time off with pay ONLY (no reimbursement for expenses) ☐ Use of State Car

☐ Time off with pay AND reimbursement for expenses as shown in Expense Summary, column 1, at the bottom (for training leave only)

Date of Request

Signature

PART II - APPROVAL ACTION

CPWD ADMINISTRATOR OR DIVISION DIRECTOR ACTION

Request for time off with pay is:

☐ Approved ☐ Disapproved

Reimbursement of expenses for training leave is:

☐ Recommended for amounts as indicated in Column 2 of the Expense Summary at the bottom

☐ Not recommended

Signature

Title

STAFF DEVELOPMENT DIVISION ACTION ON TRAINING LEAVE (when reimbursement is involved)

☐ Approved for amounts indicated in Column 3 of the Expense Summary at the bottom

☐ Not Approved

Signature

Director, Staff Development Division

Date

PART III - REPORT

Attended from ____________________ to ____________________ Total office hours (incl. travel time if within office hours) ____________________

Paid own expenses: ☐ Yes ☐ No

Was reimbursed by the Agency: ☐ Yes ☐ No (If 'Yes', show amounts in Column 4 of Expense Summary below)

Used State car: ☐ Yes ☐ No

Reported by (Staff Member)

Date

EXPENSE SUMMARY: (For Training Leave Only)

Type of Expense	1 Requested (Estimated)	2 Recommended (If same, total only)	3 Approved (If same, total only)	4 Reimbursed
Per diem	$	$	$	$
Transportation				
Registration fee				
Other (specify)				
TOTAL	$	$	$	$

INSTRUCTIONS

Definitions:

1. Conference Leave is defined as planned attendance at professional meetings for the purpose of participating in discussions, panels, workshops or institutes. An institute is considered conference leave only when it is three days or less and is a part of a conference; an example is the institutes of the Northwest Child Welfare League Regional Conference. The limit per staff member in a fiscal year (July 1 through June 30) is nine days conference leave, which includes time for travel, if taken within office hours.
2. Training Leave is defined as planned attendance for short periods of time of from 3 to 30 days at short-term courses, seminars, or institutes held outside of the Agency and which have particular educational value to the specific staff members as the subject is related to their jobs. The limit per staff member is one such course each fiscal year. An example is the Division of Continuing Education two-week institutes each summer.

Instructions:

1. Indicate the type of leave by placing an "X" in the appropriate block in the heading.
2. The person making the request for leave will complete Part I, indicating all pertinent information (impressions of the signature are acceptable on the second and third copies). In addition, if the request is for training leave and includes reimbursement for expenses, estimated expenses will be listed in Column 1 of the Expense Summary at the bottom of the form.
3. Part II will be completed by the County Administrator or SPWC Division Director to indicate action on the request. If reimbursement for expenses is involved in connection with training leave, Column 2 of the Expense Summary will be completed and the three copies of the form will be forwarded to Staff Development Division for approval prior to commencing the leave. Staff Development will complete the remainder of Part II and Column 3 of the Expense Summary and return the copies of the form to the County Administrator or State Division Director.
4. Immediately upon completion of the training or conference leave, regardless of whether reimbursement is involved, Part III will be completed by the staff member who performed the travel. The original and one copy (canary) will be forwarded to Staff Development Division, SPWC, as a report of completion of the leave. Column 4 of the Expense Summary will be completed to show the expenses reimbursed.

Disposition:

1. Regardless of usage, the form will be prepared in triplicate. All copies will be furnished to the County Administrator or State Division Director for approval action.
2. If no reimbursement for expenses is involved, the form, after approval at the local level, will be held by the staff member taking the leave until after completion of the leave. At that time, Part III will be completed and the original and one copy (canary) will be forwarded to Staff Development Division; the third copy (pink) will be retained for local file.
3. If reimbursement for expenses is requested, the three copies of the form, after approval locally, will be forwarded to Staff Development Division for approval prior to travel. After action by Staff Development Division, all copies will be returned to the staff member taking the leave. Upon completion of leave, the staff member will complete Part III, send the original and one copy (canary) to Staff Development Division, and retain the last copy (pink) for local file. One of the copies sent to SPWC will be filed in the Employee's Personnel Record.

APPENDIX D

FALL AND SPRING SEMINAR PROGRAMS OVER THREE YEARS

Fall Seminar, 1966

Monday - September 19

9:30 - 10:00	Registration and coffee
10:00 - 10:30	Official greetings from Oscar Kurren and Sonja Matison
10:30 - 11:30	Implementation of Research Phase and Testing - Jack Hegrenes
11:30 - 1:30	Lunch
1:30 - 2:30	Resume Testing - Jack Hegrenes
2:30 - 3:00	Coffee Break
3:00 - 4:00	Complete Testing

Tuesday - September 20

9:00 - 9:45	"Problem Management in Public Welfare," Oscar Kurren
9:45 - 10:15	Coffee Break
10:15 - 11:00	Small group discussions
11:00 - 11:45	General Session - Group summaries and discussion
11:45 - 1:30	Lunch
1:30 - 2:00	Faculty-Student Meetings: with Center Staff

Portland Center	Albany Center
Jerome Casey	Florence Hansen
Doris Rodman	Sonja Matison
James Lindemann	Ron Hammett

2:00 - 2:45 Faculty-Student Meetings: Health

Portland Center	Albany Center
Jerome Casey	Florence Hansen

2:45 - 3:15 Coffee Break

3:15 - 4:00 Faculty-Student Meetings: Employment

Portland Center	Albany Center
James Lindemann	Ron Hammett

Wednesday - September 21

9:00 - 10:15 Faculty-Student Meetings: Child Rearing

Portland Center	Albany Center
Doris Rodman	Sonja Matison

Wednesday - Sept. 21 cont.

10:15 - 10:45 Coffee Break

10:45 - 11:45 "Systems, Values and Observations for Public Welfare Workers," Shirley Kennedy, Anthropologist, Portland State University
11:45 - 1:30 Lunch
1:30 - 3:30 Continuation of "Systems, Values and Observations for Public Welfare Workers"

Thursday - September 22

9:00 - 11:45 Workshop in Role Playing - Kay Lee
11:45 - 1:30 Lunch
1:30 - 4:15 "The Dilemma of the Helping Person in Modern America"
Moderator: Oscar Kurren
Speakers: Herbert Bisno
Norman Janzer, M. D.

Friday - September 23

9:00 - 9:15 General Session
9:15 - 10:15 Small group discussions: Evaluation of the Seminar
10:15 - 11:00 Coffee Break
11:00 - 11:30 General Session: Review of small group evaluations
12:00 - 2:30 Luncheon for Students, Faculty and Consultants
Introducation: Oscar Kurren, Project Director
Gordon Hearn, Dean, School of Social Work
Andrew Juras, Administrator, Oregon State Public Welfare Commission

Dr. Hearn will speak on the role of the Certificate Program in the larger field of social work education.

Mr. Juras will speak on the union of Public Welfare and the Division of Continuing Education as providing an important vehicle for continuing education for Public Welfare workers.

Comments: Oscar Kurren

Spring Seminar, 1967

Monday - June 5

8:30 - 9:15	Coffee hour
9:15 - 12:00	"Employment," Mr. Ray Zeigler - Total group
12:00 - 1:30	Lunch
1:30 - 3:30	"Employment," completion: 2 groups Mr. Larry Martin Dr. James Lindemann

Tuesday - June 6

9:00 - 12:00	"Group Process, Part I: Information for Public Welfare Workers," Mrs. Dorothy Long, MSW, Social Services Supervisor, Goodwill Industries - Small group discussions
12:00 - 1:30	Lunch
1:30 - 3:30	Testing

Wednesday - June 7

9:00 - 12:00	"Group Process: Part II," Mrs. Dorothy Long - Small group discussions
12:00 - 1:30	Lunch
1:30 - 3:30	"Community Organization: Part I," Mr. Mayfield Webb

Thursday - June 8

8:30 - 10:00	Testing (completion)
10:30 - 12:00	"Community Organization: Part II," (completion) Mr. Mayfield Webb
12:00 - 1:00	Lunch
1:00 - 3:00	"Use of Consultation and Referral," Miss Doris Rodman

Friday - June 9

9:00 - 12:00	Small group Evaluations of Certificate Year
12:00 - 2:00	Graduation Ceremonies: Luncheon Speakers: Miss Elizabeth Goddard, Director, Staff Development Division, Oregon State Public Welfare Commission Dr. Gordon Hearn, Dean, School of Social Work, Portland State University Dr. Leroy Pierson, Head, Portland Continuation Center Dr. Oscar Kurren, Director, Certificate Program

Fall Seminar, 1967

Monday - September 18 Orientation

8:30 - 9:30	Coffee hour
9:30 - 10:15	Orientation
10:15 - 10:30	Coffee Break
10:30 - 12:00	Testing
12:00 - 1:30	Lunch
1:30 - 2:30	"Concepts Underlying the Certificate Program," Betsie DeBeer Smith, Educational Specialist, Certificate Program
2:30 - 3:00	Coffee Break
3:00 - 4:00	Small group discussions

Tuesday - September 19 Child Care and Public Welfare

9:00 - 10:30	"Some Specific Problems in Child Welfare," Don Miller, Director, Children's Farm Home, Corvallis, Oregon
10:30 - 10:45	Coffee Break
10:45 - 12:00	"Child Welfare in Oregon," Ray Riese, Director, Child Welfare Division, Oregon State Public Welfare Commission
12:00 - 1:30	Lunch
1:30 - 2:00	Instructions
2:00 - 3:00	Small groups (see sheet , "Group and Room Assignments")
3:00 - 3:30	Coffee Break
3:30 - 4:00	Reporting of groups

Wednesday - September 20 Employment and Public Welfare

9:00 - 10:30	"Some Specific Employment Problems," James Lindemann, Ph. D., Associate Professor, Medical Psychology, University of Oregon Medical School, Portland, Oregon
10:30 - 10:45	Coffee Break
10:45 - 12:00	"Welfare's Role in Employment," Bertha Roth, Division Director, Public Assistance Division, Oregon State Public Welfare Commission
12:00 - 1:30	Lunch
1:30 - 3:00	Small group discussions
3:00 - 3:30	Coffee Break
3:30 - 4:00	Reporting of groups

Thursday - September 21 Health and Public Welfare

9:00 - 10:30	"Some Specific Problems in Health Care," Oscar Kurren, Ph. D., Certificate Program Director
10:30 - 10:45	Coffee Break
10:45 - 12:00	"Health Care and Public Welfare," D. E. Domke, M. D., Division Director, Medical Division, Oregon State Public Welfare Commission

Thursday - September 21 cont.

12:00 - 1:30	Lunch
1:30 - 3:00	Small group discussions
3:00 - 3:30	Coffee Breaks
3:30 - 4:00	Reporting of groups

Friday - September 22

9:00 - 10:00	"Some Items of Business," Miss Elizabeth Goddard, MSW, Director, Staff Development Division, Oregon State Public Welfare Commission
10:00 - 10:30	Coffee Break
10:30 - 12:00	Teacher-Student Meetings

Portland Center:	Doris Rodman
Eugene Center:	Jeannine Mercer
Grants Pass Center:	Joann Peterson
La Grande Center:	Sonja Matison
Salem Center:	Betsie DeBeer Smith

12:00	Luncheon	
	Moderator:	Sonja Matison, MSW, Coordinator, Certificate Program
	Speakers:	Mr. Andrew Juras, Administrator, Oregon State Public Welfare Commission Dr. Gordon Hearn, Dean, School of Social Work, Portland State University

Spring Seminar, 1968

Monday- June 3	
8:30 - 9:15	Coffee and donut hour
9:15 - 10:00	"Welcome and Overview of Seminar Week," Oscar Kurren and Sonja Matison
10:00 - 10:30	Coffee Break
10:30 - 12:00	"Putting it All Together," Betsie DeBeer Smith
12:00 - 1:30	Lunch
1:30 - 3:00	"Organizations and the Individual," Richard T. Frost, Ph. D., Professor of Political Science, Reed College, Portland, Oregon
3:00 - 3:15	Coffee Break
3:15 - 4:00	Questions and answer time, Dr. Frost

Tuesday - June 4	Entire day spent in tours of two of the following agencies:
9:30 - 12:00	MacLaren School for Boys, Woodburn Fairview Hospital and Training Center, Salem Oregon State School for the Deaf, Salem
12:00 - 1:30	Lunch
1:30 - 4:00	Hillcrest School of Oregon, Salem, Oregon State Hospital, Salem Oregon State School for the Blind, Salem

Wednesday - June 5	
8:30 - 9:15	Student Group meetings
9:15 - 10:30	Reports on Institutions by students
10:30 - 10:45	Coffee Break
10:45 - 12:00	"Tell It Like It Is," Mrs. Faye Lyday, President of ADC Group and panel
12:00 - 1:30	Lunch
1:30 - 3:00	"Essentials of Group Work," Part I, Dorothy Long, MSW, Social Services Supervisor, Goodwill Industries, Portland, Oregon
3:00 - 3:30	Coffee Break
3:30 - 4:30	"Group Work," Part II, Dorothy Long

Thursday - June 6	
9:00 - 12:00	"Essentials of Group Work," Conclusion, Mrs. Dorothy Long
12:00 - 1:30	Lunch
1:30 - 3:00	"The Public Welfare Worker in the Modern World," Herbert Bisno, MSW, Professor of Sociology and Social Welfare, Sociology Department, University of Oregon, Eugene, Oregon
3:00 - 3:15	Coffee Break
3:15 - 4:30	Question and answer time, Herbert Bisno

Friday - June 7	
8:30 - 10:30	Evaluative Testing
10:30 - 11:00	Coffee Break
11:00 - 12:00	Evaluation of Certificate Program in the Social Services
12:00 - 2:00	Luncheon

Fall Seminar, 1968

Monday - September 23

9:00 - 9:45	Welcome and other stuff, Miss Sonja Matison, Coordinator Certificate Program, and staff
9:45 - 10:00	Coffee Break
10:00 - 11:30	"What's With Systems?," Mrs. Betsie DeBeer Smith, Educational Specialist, Certificate Program
11:30 - 1:00	Lunch
1:00 - 2:30	"Human Development As a Function of Interaction," Dr. Harold Boverman, Director, Division of Child Psychiatry and Pediatrics, University of Oregon Medical School
2:30 - 2:35	Stretch time
2:35 - 3:00	Discussion
3:00 - 3:30	Coffee Break
3:30 - 4:30	Film, "Four Families"
4:30 - 5:00	Discussion

Tuesday - September 24

8:15 - 9:00	Test time; coffee
9:00 - 10:30	"Tell It Like It Is," ADC Mothers' Panel, Mrs. Faye Lyday and associates
10:30 - 10:45	Coffee Break
10:45 - 11:30	Small group discussions
11:30 - 1:00	Lunch
1:00 - 2:00	"Ask It Like It Is," ADC Mothers and Students
2:00 - 2:30	Coffee Break
2:30 - 3:30	"Legal Rights of the Poor: Implications for Clients and Workers," Mr. Ron Gevurtz, Director of Legal Aid Service of the Multnomah Bar Association, and associate
3:30 - 3:35	Stretch time
3:35 - 4:00	Discussion

Wednesday - September 25

9:00 - 10:30	"The Changing Mission for Public Welfare: Implications for the System and Its Members," Mr. Herbert Bisno, MSW, Professor, Sociology Department, Chairman of Community Service Program, University of Oregon, Eugene
10:30 - 11:00	Discussion
11:00 - 12:00	Registration and Expense Accounts
12:00 - 1:30	Luncheon

CERTIFICATE PROGRAM IN THE SOCIAL SERVICES

Spring Seminar, 1969

LIVE, LET LIVE, HELP LIVE

All sessions will be held in the Michael Smith Memorial Center
(formerly known as "College Center")

Monday, June 9	"The Beginning Stage"	Rm. 338
8:15 - 9:00 a.m.	Continental Breakfast	
9:00 - 11:00	"Behavioral Modification: A video-tape demonstration," Mr. Jack Hegrenes and Dr. Constance Hanf, Crippled Children's Division, University of Oregon Medical School	Rm. 338
11:00 - 12:00 noon	Discussion in six small groups	Rms. 326, 327, 28, 29 and 338
12:00 - 1:00 p.m.	No host lunch	
1:00 - 2:30 p.m.	"Law, Order and Drugs," Lt. John Strudgeon, Vice Dept. Head, Portland Police Department and Dr. Sam Irwin, University of Oregon Medical School	Rm. 338
2:30 - 3:15 p.m.	Coffee and discussion groups	Rm. 338
3:15 - 4:00	Reports from groups	Rm. 338
5:00 - 6:30 p.m.	No Host Social Hour	Ione Plaza Garden Room
Tuesday, June 10		
9:00 - 12:00 noon	"Black and White," Dr. James Goodman, University of Washington School of Social Work	Rm. 355
12:00 - 1:00 p.m.	No host lunch	
1:00 - 2:30	Continuation of "Black and White"	Rm. 355
2:30 - 4:30 p.m.	"Do's and Don'ts of Working with Alcoholics," Dr. Edward Scott, Clinic Director, Alcohol and Drug Section	Rm. 355
Wednesday, June 11		
9:00 - 11:45 a.m.	"Up From Poverty," Dr. Arthur Pearl, Department of Education, University of Oregon	Rm. 355
11:45 - 1:00 p.m.	No host lunch	
1:00 - 2:30 p.m.	"The Family: What Next?" Mr. Herb Bisno, Service Program, University of Oregon	Rm. 355
2:30 - 3:00	Coffee	

Certificate Program Spring Seminar Program

Wednesday, June 11 Continued

3:00 - 4:30 p.m.	Options	
	Concentrated Employment Program, Mr. Del Smith, Assistant Manager, CEP	Rm. 327
	Movie - Wednesday's Child	Rm. 328
	"Encounter Group - Practical Application," Wayne Plummer, Division of Continuing Education	Rm. 329

Thursday, June 12

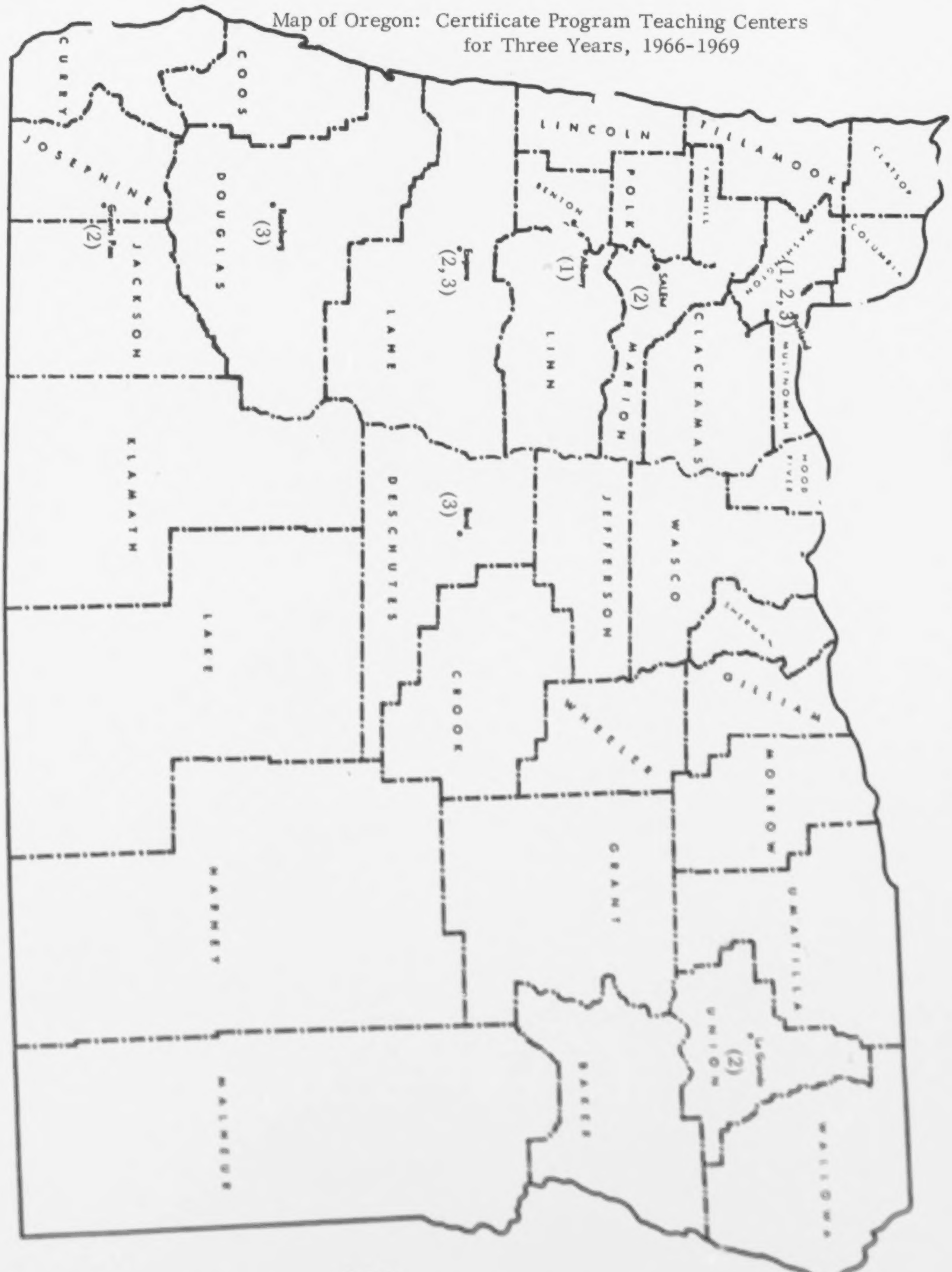
9:00 - 11:30 a. m.	Options	
	"Family Therapy: Why, How, Who and When," Mrs. Nancy Kosterlitz and Mr. Jack Tovey, University of Oregon Medical School	Rm. 326
	"Vocational Rehabilitation," Mr. Bert Worley, Assistant Regional Director, DVR	Rm. 327
	"Legislation for Human Welfare," Senators John Burns and Don Willner, Multnomah County and Senator L. W. Newbry, Jackson County	Rm. 328
	Movie - The Neglected	Rm. 294
11:30 - 12:00 noon	Evaluation Questionnaire	Rm. 355
12:00 - 1:30 p. m.	Graduation Luncheon	Rm. 338
Thursday Afternoon	Tours of Agencies	

Friday, June 13

9:00 - 12:00 noon	Tours of Agencies

APPENDIX E

Map of Oregon: Certificate Program Teaching Centers for Three Years, 1966-1969


CURRY
COOS
JOSEPHINE
DOUGLAS
JACKSON
LINCOLN
TILLAMOOK
CLATSOP
COLUMBIA
BENTON
POLK
YAMHILL
WASHINGTON
LANE
LINN
MARION
CLACKAMAS
MULTNOMAH
HOOD RIVER
KLAMATH
DESCHUTES
JEFFERSON
WASCO
SHERMAN
GILLIAM
LAKE
CROOK
WHEELER
MORROW
GRANT
UMATILLA
HARNEY
UNION
BAKER
WALLOWA
MALHEUR
SALEM
(2)
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(1,2,3)
(3)
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APPENDIX F

Course Outline and Teaching Goals for First School Year, 1966-67

Fall Quarter, 1966

The Nature of Need in the Three Problem Areas of Child Rearing, Health and Employment

I. Area of Child Rearing

Session 1: "The Family as a Social System"

A. Concepts

1. The family can be viewed as an autonomous social system but also must be seen as interacting with other social systems in the larger society.
2. Society has certain expectations of the family and when a family does not meet some of these expectations, society intervenes in that family system.
3. In social systems, the family included, members have roles, common values and goals and definable communication patterns. Social systems maintain a balance and unity by patterned interaction; various factors, internal and external, can alter the system's patterned interaction and threaten its structure and unity.
4. The family living in poverty may have value systems and styles of living that appear markedly different from families which are relatively financially independent.

B. Readings

1. Harrington, Michael. The Other America. Baltimore, Maryland: Penguin Books, Inc., 1962.

Session 2: "Child Rearing Practices of the Poor"

A. Concepts

1. American society can be viewed as a society which has a social class system. One's values, attitudes and style of life are in large part determined by one's social class which is largely determined by income and education.
2. Although members of our society have some child rearing patterns in common, there are also patterns which are idosyncratic to the family's social class.

B. Readings

1. Besner, Arthur. "Economic Deprivation and Family Patterns," from Welfare in Review, January, 1965 (reprint).
2. Besner, Arthur and Irelan, Lola M. "Low-Income Outlook on Life," Welfare in Review, January, 1965 (reprint).
3. Chilman, Catherine S. "Child Rearing and Family Relationship Patterns of the Very Poor," Welfare in Review, January, 1965 (reprint).

Session 3: "Theories of Human Growth and Development"

A. Concepts

1. Human growth, from infancy through old age, proceeds in an orderly fashion physically and emotionally.
2. Social work accepts the theory that behavior is purposeful, and that personality develops in stages. Each developmental stage is seen as dependent on its preceding one.
3. To have a background of knowledge of psychological theories is important to Public Welfare workers as one of the many tools needed in understanding the needs of clients.

B. Readings

1. Dinkmeyer, Don C. Child Development: The Emerging Self. Chapter 2, "Theories of Child Development," Chapter 6, "Social Development," Englewood Cliffs, N. J.: Prentice-Hall, 1965.
2. Fraiberg, Selma H. The Magic Years, New York: Charles Scribner's Sons, 1959.

Session 4: "The Abused and Neglected Child"

A. Concepts

1. Society expects the family social system to provide for basic physical needs of its children. The expectation is that the family will rear the child in such a way that he becomes a well-adjusted, self-sustaining adult.
2. When parenting patterns are deviant from society's expectations, the community may step in to effect changes within the family system.
3. Except in cases of extreme neglect or abuse, there is no commonly held definition of neglect or abuse.
4. The Public Welfare worker is one of the agents designated by society to intervene when the parents' behavior is detrimental to the child's physical and emotional growth.

B. Readings

1. Young, Leontine. Wednesday's Children. New York: McGraw-Hill 1964.

II. Area of Health

Session 5: "Concepts of Field of Problem Management Approach in Health Care"

A. Concepts

1. There is a network of social subsystems within the larger system of health care. Each subsystem has its own function and its own way of relating to other health subsystems.
2. The Public Welfare worker has responsibilities for communicating with health professionals and clients to see that the clients receive adequate medical care.

3. Factors affecting the interaction of the professional health worker, the Public Welfare worker and the clients are psychological, cultural and sociological.

B. Readings

1. Bloom, Samuel W. The Doctor and His Patient. New York: Russell Sage Foundation, 1961, Chapters 1 and 2.
2. Brown, Esther Lucille, Newer Dimensions of Patient Care, New York: Russell Sage Foundation, 1964, Chapters 1 and 2.
3. Dubos, Rene. The Mirage of Health. Garden City, New York: Doubleday & Company, Inc., 1959, Chapters 1 and 2.
4. Scholz, Bernard W. "Medicine in the Slums." A reprint.
5. Studt, Elliot, "Fields of Social Work Practice: Organizing our Resources for More Effective Practice." A reprint.

Sessions 6 and 7: "Socio-Cultural Determinants of Health Beliefs and Behavior"

A. Concepts

1. In the education of professional health personnel, major emphasis is placed on scientific methodology. This emphasis affects the practice of the health professional. The values of science may be conflicting with the personal values of the client.
2. The interaction between the doctor and his patient may be veiwed by examining the role expectations of each. If doctor and patient have different expectations of each other, the quality of medical care is likely to be less than adequate.
3. In defining the role of doctor or patient, each individual is influenced by a number of factors among which are his cultural and social background, including his social class, and his education, including his knowledge of health.
4. Social class is a determinant in the recognition of symptoms, in the treatment of physical and mental health problems, in the use of public health facilities, and in the doctor-patient relationship.
5. In addition to the socio-cultural determinants, psychological factors influence the behavior of the patient, the health professional and the Public Welfare worker.

B. Readings

1. Bloom, Samuel W. The Doctor and His Patient. New York: Russell Sage Foundation, 1963, Chapters 3, 4, and 5.
2. Brown, Esther Lucille. Newer Dimensions of Patient Care. New York: Russess Sage Foundation, 1964, Chapters 3, 4, 5, and 6.
3. Cassel, John. "The Potentialities and Limitations of Epidemiology," (reprint).
4. Darsky, Benjamin J. "Socio-Cultural Influences on Health Behavior," (reprint).

5. Macgregor, Gordon. "Social Determinants of Health Practices," (reprint).
6. Mead, Margaret, "Cultural Determinants," (reprint).
7. Paul, Benjamin. Health, Culture and Community. New York: Russell Sage Foundation, 1955, Case 14.
8. Rein, Martin. "The Strange Case of Public Dependency," (reprint).
9. Saunders, Lyle, Cultural Difference and Medical Care. New York: Russell Sage Foundation, 1954, Chapters 1, 2, 3, and 4.

Session 8: "Health Practices of the Poor in the U. S. A."

A. Concepts

1. Societies, at different times and in different places, have variously viewed health, disease, and treatment. In the U. S. A. health practices have changed over time partly due to changing knowledge of causes of disease and their treatments.
2. There is differential treatment of patients influenced by the present structure of the health field and by economic factors.
3. The poor are not able generally to buy adequate medical care.
4. The lower class individual has low buying power and holds values, attitudes and beliefs toward health care which are obstacles in his receiving adequate medical care.

B. Readings

1. Irelan, Lola M. "Health Practices of the Poor," (reprint).
2. Hollingshead, August B. and Redlick, Frederick C. Social Class and Mental Illness. New York: John Wiley & Sons, Inc., 1958.
3. Meyer, Carol H. "The Changing Concept of Individualized Services," (reprint).
4. Somers, H. M. and Somers, A. R. Doctors, Patients and Health Insurance, Garden City, New York: Doubleday Anchor.
5. Suchman, Edward A. "Health, Orientation and Medical Care," (reprint)
6. ___________. "Social Factors in Medical Deprivation," (reprint).
7. Yerby, Alonzo S. "The Disadvantaged and Health Care," (reprint).

II. Area of Employment

Session 9: "The Meaning and Importance of Work"

A. Concepts

1. Early societies and religions felt that work could have a moral value which fitted the social and political needs of the times. In American tradition, work because a prerequisite for earned social dignity.
2. Industrialization introduced the idea of worth and status based on the kind of work rather than on the mere fact of work. There has been a shift from the moral value of work to the prestige value of occupation.
3. Work has different meanings in different cultures, in different societies, at different socio-economic levels and in different ethnic and religious groups.
4. Work is as important to the psychological well-being of the individual as it is to his spiritual well-being.

5. Perception of work, motivation for work and change of work status are influenced by the influence all the social systems of which the person is a member.

B. Readings

1. Borow, Henry. Man in a World of Work. Boston, Mass.: Houghton Mifflin Company, 1964, Chapter 2.
2. Pearl, Arthur and Riessman, Frank. New Careers for the Poor. New York: The Free Press, 1965, Chapter 2.
3. Vroom, Victor H. Work and Motivation. New York: John Wiley & Sons, Inc., 1964, Chapters 3 and 4.

Session 10: "The Work of the Counselor"

A. Concepts

1. Unemployment and unemployability generate anxiety and defensiveness. Therefore, the employment counselor needs to be accepting, supportive and honest in his relations with his clients.
2. The attitudes and motives that persons verbalize toward work are affected by the person's self-perception, his ability to conceptualize and by various extraneous pressures.
3. In addition to some of the basic skills and knowledge that any person in a helping profession needs, the employment counselor needs additional skills to apply specifically to the problem of the client's unemployment or his unemployability.

B. Readings

1. McGowan, John F. and Porter, Thomas L. An Introdution to Employment Service Counseling. University of Missouri, Chapter 5.
2. Tyler, Leona. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1953, Chapters 2 and 3.

Session 11: "The Interview of the Job Counselor"

A. Concepts

1. There are different interviews which are structured in various ways depending on their purpose. There are generic aspects of interviewing and aspects specific to the employment interview.
2. The employment interview begins with information about the parental family and home town, about educational background, relations with peers, courses liked and disliked in school and grades obtained. It reviews serious accidents and illnesses, work history, jobs liked best and least. It also includes discussion of hobbies and interests, and concludes with the client's thoughts about future jobs.

B. Readings
  1. McGowan, John F. and Porter, Thomas L. An Introduction to Employment Service Counseling. University of Missouri, Chapter 5.
  2. Tyler, Leona, The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1953. Chapters 2 and 3.

Session 12: "The Public Welfare Worker and the Unemployed"

A. Concepts
  1. The concept of the client's life style or "working image" is a useful one in assessing a client's work potential.
  2. The working world should be seen as a totality and within it the individual should be seen as a psycho-social as well as an economic entity.
  3. An interview concerned with employment should be considered as a model for decision-making but not necessarily as the decision itself; that is, the idea of occupational choice is not a single, once-for-all-time event, but rather an ongoing process which involves a number of decisions to be made over time.

B. Readings
  1. Tyler, Leona. The Work of the Counselor. New York: Appleton-Century-Crofts, 1953, Chapters 4 and 5.
  2. Borow, Henry. Man in a World at Work. Boston, Mass.: Houghton Mifflin Company, 1964, Chapter 18.

Winter Quarter, 1967
The Community Service Systems in Child Rearing, Health and Employment

Except for the first session, class sessions in the winter term dealt with the following concepts.

A. Concepts

1. Every society appoints subsystems or agencies to treat individuals and families whose needs cannot be met by the family social system. How society delegates these responsibilities gives a clue as to how society values social and individual problems. This has ramifications for social agencies in their relations with their clients and with other agencies.
2. Each agency or subsystem has defined responsibilities and prerogatives which are derived from a mandate from society. In some cases these responsibilities and prerogatives are clearly defined by law; in other cases there is a tacit understanding about this between society and the agency which is not clearly understood by either the clients or the general public.
3. Each agency develops its values and methods of communication which are seen by that system as putting into practice the avowed goals and responsibilities of the agency.
4. The Public Welfare worker's responsibility is to understand the responsibilities, goals and communication of an agency or subsystem and to understand his client in order to bring the client and the services together in a manner which is productive to the client.

B. Readings

1. Loomis, Charles P. Social Systems: Essays on Their Persistence and Change. D. Van Nostrand Co., Inc., 1964. "Essay 1, Social Systems: Their Elements, Processes and Patterns."
2. Dittoed information from various agencies.

Session I: "The Family Social System in Relation to the Problem Management Areas of Child Rearing, Health and Employment"

A. Concepts

1. The family, as a social system, has many emotional and physical needs. Some of these needs can be met by and within the family; others must be met by social systems outside the family.
2. How the family and the individual family members view themselves and the world around them determines how they will use the social systems outside of the family system.
3. Every social system, large or small, has certain definable elements and processes. Among the former are beliefs, sentiments, goals, norms, roles, rank, power and sanctions. Processes for all social systems include communication, socialization and systemic linkage.

4. The Public Welfare worker and the client form a part of the same social system, be it in the area of child welfare, health or employment.

B. Readings
1. Loomis, Charles P. Social Systems: Essays on Their Persistence and Change. D. Van Nostrand Co., Inc., 1964. "Essay 1, Social Systems: Their Elements, Processes and Patterns."
2. Directory of Community Services in Clackamas, Multnomah and Washington Counties, a dittoed excerpt of child caring agencies and their functions, Second Edition, published by the Community Council, Portland, Oregon, 1965.

Sessions 2 and 3: "The Community Service Systems in the Area of Child Rearing"

An administrative representative from each of the following agencies described his agency's structure and functioning, using as framework in Loomis' Essay One. The Juvenile Court -- for the Portland Teaching Center, the Multnomah County (Portland) Juvenile Court,and for the Albany Center the Lane County (Eugene) Juvenile Court. Private agencies were represented in both teaching centers by the administrator of the Waverly Baby Home of Portland. The Public Child Welfare Department was represented in both teaching centers by the Clatsop County (Astoria) administrator.

Following the presentation by each of the three representatives, they joined in a panel discussion of mutual goals, problems and discontinuities among the three subsystems.

Session 4: Class questions and discussion of the Child Welfare Network

I. Area of Health
Session 5: "A Field of Problem Management Approach by Public Health Agencies"

Following the material outlined by Loomis, the speaker described his agency's function and structure and its relation to the Public Welfare Department. The session was then opened to questions and discussion between the speakers and class members.

The speaker for the Portland Center was the Director of the Public Health Department in Multnomah County (Portland) and for the Albany Center the Supervisor of Public Health Nurses in Marion County (Salem).

Session 6: "The Private Practitioner in the Network of Health Services"

Using the outline from Loomis,as outlined in Volume II, a medical doctor outlined the perspective of private medical practice and its relation to the individual patient and to subsystems in our society. His presentation was followed by discussion with class members.

Session 7: "Home Nursing Services in the Network of Health Services"

Representatives from the Portland Visiting Nurses spoke about their responsibilities of providing care in the home and of their relationships to segments of the medical system and to the Public Welfare agency and clients.

Session 8: "Hospital Administration in the Network of Health Services"

A hospital administrator discussed the meaning of hospitalization to the patient and the effect of administration on both the doctor and patient. Financial structure and support of the hospital with emphasis on payments from the Welfare Department were discussed, and effect of payments or under-payments on Welfare patient and on the Public Welfare worker.

II. Area of Employment
Sessions 9, 10 and 11:

The three agencies studied in this section were the Oregon State Employment Service, the Division of Vocational Rehabilitation and the Employment Rehabilitation and Training Department of the Public Welfare Commission. A representative from each agency presented material which was developed around Loomis' concepts of organization of social system. After each presentation, the representatives met as a panel to discuss questions which the students raised.

Spring Quarter, 1967

Social Work Intervention in a Field of Problem Management Context

Session 1: "Communication Between Client and Public Welfare Worker"

A. Concepts

1. Clear communication between client and worker is essential. Communication occurs on various levels, spoken, unspoken and written.
2. Verbal clarity of the worker is perhaps the most necessary ingredient for instilling in the client trust in the worker.
3. The worker has responsibility for guiding the interview and in setting its emotional tone. Lower class clients may communicate ideas and feelings in a different way than middle class people, including the worker.

B. Readings

1. Jourard, Syndey M. The Transparent Self. D. Van Nostrand Co., Chapters 2, 3, 7, and 15.

Sessions 2 and 3: "Problems in Communication and the Use of the Idea of Contract"

A. Concepts

1. The thought of "contract" is useful to help an interviewer evaluate in his own mind if he is communicating clearly with his client .
2. Expectations of client and of worker are often assumed rather than stated. Not all expectations need to be spelled out and agreed upon, but there are instances when worker and client expect each other to behave in a certain fashion and when these behavioral expectations need to be stated and agreed upon by both parties.
3. Both social and psychological factors affect the client's and the worker's behavior. Clients applying at Public Welfare Departments predominantly belong to the lower socio-economic classes. Their ability to conceptualize, to plan for the future, their attitude toward authority may differ from the worker's.
4. Psychological functioning must be taken into consideration in communicating with clients. Psychological defense mechanisms are part of every person's functioning and must be understood. They may prevent an individual's frank perception and honest communication.

B. Readings

1. Satir, Virginia M. Conjoint Family Therapy. Palo Alto, California: Science and Behavior Books, Inc., 1964, Chapters 8 and 9.
2. "Defense Mechanisms," a dittoed hand-out.

Sessions 4 and 5: "The Casework Approach"

A. Concepts

1. The Public Welfare worker can help his clients better if he has general guidelines for his role behavior as a social worker. In the social work profession this has traditionally consisted of the following steps: the securing of background information, the developing of a diagnosis based on this information, and the planning of treatment.

   However, we feel that these procedures need modification. The Public Welfare worker first needs to find out from the client how he sees his difficulties, and how he sees the world around him in the present. Worker and client then need to agree upon certain goals to be achieved through the collaboration of client and caseworker. These goals must be attainable in accordance with resources available within the agency, the community and the client.

2. Emphasis is on the client's definition of his own roles in life and in which roles he sees himself faltering. Inextricably interwoven with this is how the client feels and reacts and how he can communicate his feelings and thoughts. The caseworker needs understanding of the internal and external pressures to which the client is subjected in his present situation.

   In assessing the client's role definition, the caseworker is at the same time assessing the client's strengths and weaknesses. An essential attitude in helping people, is that the individual's behavior is more likely to change toward a desired goal when the caseworker recognizes and encourages the strengths of the client rather than focuses on the weaknesses.
3. Lower class clients, more likely to be locked out of participation in the larger community, need the Public Welfare worker's help in entering community activities and organizations, The Public Welfare worker must be aware of not only his client's perception of himself and the world around him but also of the organizations and other community resources which serve best the client's first attempts to integrate himself into the bigger society. The caseworker, as an enabler, can be the link between the client's constricted surroundings and the larger world around him.

B. Readings
None

Sessions 6 and 7: "Implications of Stress and Crisis Intervention for the Family System and for the Worker"

A. Concepts

1. A crisis which is an upset in the steady state of a system, causes change in the way in which members of a system communicate and may cause

change in the various roles of the members within the system. Not only are family members affected by a crisis but, because the Public Welfare worker is also a part of the client's social system, the Public Welfare worker, too, will be affected.

2. A crisis has certain characteristics: it has a time limit, it has a beginning, middle and end and the people involved become anxious and may have feelings of helplessness. These characteristics of the crisis state have implications for the Public Welfare worker's practice.

A state of stress does not necessarily culminate in a crisis. Many poor people are constantly experiencing crises which cause continuous stress. Rather than having to spend their energy occasionally to master a crisis, they are constantly being enervated by stress. Stresses on clients have implications for the Public Welfare worker's practice.

In studying the family in crisis, it is helpful to the worker to analyze the situation from three classifications: the life style of the family, which includes their value system, their communication network and their system of roles; their problem-solving mechanisms, which define how the family copes with stress; and the family's need-response pattern, which indicates the way the family's social system satisfies the basic needs of individual family members.

B. Readings

1. Parad, Howard J. (ed). Crisis Intervention: Selected Readings. New York: Family Service Association of America, 1965, Chapters 2, 3, 4, and 10.

Sessions 8, 9, and 10: "The Use of the Worker's Self in Crisis and Stress Situations with Lower Social Class Clients in the Problem Areas of Child Rearing, Health and Employment"

A. Concepts

1. Review of concepts discussed in Sessions 1 through 7 of the Spring quarter.

Course Outline for Second School Year, 1967-68

A. Syllabus for Fall Quarter: Child Care Systems

I. The Nature of Child Care

a. The family as the central caring system
b. Elements in emotional and physical development

1. Dinkmeyer, Don C., "Theories on Child Development," Chapter 2, (pp. 24-48) in Child Development: The Emerging Self, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965

2. Parad, Howard J. and Caplan, Gerold, "A Framework for Studying Families in Crises," Chapter 4, (pp 53-75) in Crisis Intervention, Family Services Association of America, 44 East 23rd Street, New York, N. Y. 10016, 1965

3. Sears, Robert R., Maccoby, Eleanor and Levin, Harry, "Patterns of Child Rearing," Chapter 36 (pp 325-33) in Human Development: Selected Readings, edited by Morris L. Haimowitz and Natalie Reader Haimowitz, Thomas Y. Crowell Co., N. Y. 1967

II. Determinants of Child Care in Lower Socio-Economic Families

a. Economic factors as determinants of child care
b. Social factors as determinants of child care
c. Cultural factors as detminants of child care

1. Besner, Arthur, "Economic Deprivation and Family Patterns," Division of Research, Welfare Administration

2. Chilman, Catherine S., "Child-Rearing and Family Relationship Patterns of the Very Poor," Division of Research, Welfare Administration

3. Irelan, Lola M. and Besner, Arthur, "Low-Income Outlook on Life," Division of Research, Welfare Administration

III. Community Service Systems in Child Care

a. Private child caring institutions
b. Juvenile courts

1. Boehm, Bernice, "The Community and the Social Agencies Define Neglect," paper presented at the CWLA Midwest Regional Conference, St. Paul, Minn., May 1, 1964

2. Young, Leontine, "The Twilight Families," Chapter 1, in Wednesday's Children: A Study of Child Neglect and Abuse, McGraw-Hill Book Co., N. Y., Toronto and London, 1954

3. _______________ "The Profile of Neglect," Chapter 3

4. _______________ "Parents Who Hate," Chapter 4

IV. Social Work Intervention in Child Care

a. The role of the Public Welfare worker in the Field of Child Care Systems
b. Specific intervention in the crisis of child care

1. Hill, Rueben, "Generic Features of Families Under Stress," Chapter 3 (pp. 32-53) in Crisis Intervention, Family Services Association of America, 44 East 23rd Street, N. Y. 10016, 1965

2. Peters, Mary Overholt, "A Client Writes the Case Record," from The Family, Vol. XXVI, No. 7, Nov. 1945

3. Rappoport, Lydia, "Working with Families in Crisis: An Exploration in Preventive Intervention," Chapter 10, (pp. 129-40), Crisis Intervention

. _______________ "The State of Crisis: Some Theoretical Considerations," Chapter 2 (pp. 22-32)

5. Selected cases and vignettes

B. Syllabus for Winter Quarter: Health Systems

I. The Nature of Health Care

a. The medical care complex
b. Essential elements of good medical care

1. American Public Health Association, Program Area Committee on Medical Care Administration, "A Concept of Medical Care: Its Structure and Goals"

II. The Concept of Disease

a. Changing opinions about the nature of disease
b. The biodynamic point of view of illness and medicine

1. Margolis, H. M., "The Biodynamic Point of View in Medicine"
2. Magraw, Richard M., Ferment in Medicine, Philadelphia, W. B. Saunders Company, 1966, Chapter 2, "What is Wrong? (Concept of Disease)"

III. Determinants of Health Behavior in the Lower Socio-Economic Class

a. Economic factors as determinants of health behavior
b. Social factors as determinants of health behavior
c. Cultural factors as determinants of health behavior

1. Zola, Irving K., "Illness Behavior of the Working Class: Implications and Recommendations"
2. Yerby, Alonzo S., "The Disadvantaged and Health Care"
3. Irelan, Lola M., "Health Practices of the Poor"
4. Macgregor, Gordon, "Social Determinants of Health Practices"
5. Straus, Robert, "Sociological Determinants"
6. Mead, Margaret, "Cultural Determinants"
7. Hartely, Eugene, "Determinants of Health Beliefs and Behavior"

IV. Community Service Systems in Health Care

a. Public health services
b. The community hospital system
c. The private practice of medicine

1. Vickers, Sir Geoffrey, "What Sets the Goals of Public Health?"
2. Ozarin, Lucy, "A Brief Review of Public Health Principles and Methods"
3. Magraw, Richard M., Op. Cit., Chapter 8, "The Hospital: Its Impact on Medicine" and Chapter 9, "Relations Between Physicians and the Hospital"
4. Somers, H. M. and Somers, A. R., Doctors, Patients, and Health Insurance

5. Magraw, Richard M. Op. cit., Chapter 1, "Medicine in Confusion - A Profession Chasing Its Tail," Chapter 6, "The Physician's Role," Chapter 7, "The Doctor-Patient Relationship: Professional Shibboleth, Political Slogan, or Psychological Reality"

V. Social Work Intervention in Health Care

a. The role of the Public Welfare caseworker in the medical care complex
b. Specific intervention by the caseworker in the crisis of illness

1. Crisis Intervention: Selected Readings, ed. Howard J. Parad, New York, Family Service Association of America, 1965 Chapter 4, "A Framework for Studying Families in Crises"

2. Magraw, Richard M., Op.cit., Chapter 4, "The Medical Contract"

3. Abrams, Ruth D., "The Patient with Cancer: His Changing Pattern of Communications"

4. Selected cases and case vignettes

C. Syllabus for Spring Quarter: Employment Systems

I. The Nature of Employment

a. The meaning of work through the ages
b. The modern world and new definitions of work and leisure

1. Pearl, Arthur and Riessman, "Alternate Strategies for Eradication of Poverty," Chapter 2 in New Careers for the Poor: The Non-Professional in Human Service, The Free Press, N. Y., 1965

2. Tilgher, Adriano, "Work Through The Ages," Chapter 1, Part I, Man, Work and Society: A Reader in the Sociology of Occupations, Edited by Sigmund Nosow and William H. Form, Basic Books, Inc., N. Y., 1962

II. The Meaning and Importance of Work

a. The importance of the role of work to the individual
b. Social class as a determinate of work choice and satisfaction

1. Morse, Nancy C. and Weiss, R. S., "The Function and Meaning of Work and the Job," Chapter 3 in Part I, Man, Work and Society: op. cit.

2. Vroom, Victor H., "The Motivational Bases of Work," Chapter 3, Work and Motivation, John Wiley and Sons, Inc., N. Y., London and Sydney, 1964

3. ________________ "Occupational Choice," Chapter 4.

III. Occupational Information

a. The range of employment possibilities
b. The work of the employment counselor

1. Occupational Outlook Handbook, pp 1 - 21, U. S. Department of Labor, Bureau of Labor Statistics, Superintendent of Documents, Washington, D. C., 1966-67

2. Tyler, Leona, "What Counseling Is," Chapter 1, The Work of the Counselor, Appleton-Century-Crofts, Inc., N. Y., 1961

3. ________________ "The Use of Occupational Information in Vocational Counseling," Chapter 8

IV. Service Systems in Employment

a. Division of vocational rehabilitation
b. Department of employment
c. Private employers

1. Olshansky, Simon and Margolin, Reuben J., "Rehabilitation as Interaction of Systems"

2. Selected articles, pamphlets, and bulletins from DVR and Department of Employment

V. Social Work Intervention in Employment

a. The role of the Public Welfare caseworker in employment systems
b. Specific intervention by the caseworker in the crises of unemployment

1. Wasserman, Harry A., "The Moral Posture of the Social Worker in a Public Agency," Public Welfare, Jan. 1967, pp. 38-44

2. Hill, Reuben H. "Generic Features of Families Under Stress," Chapter 3, Crisis Intervention: Selected Readings, Ed., Howard J. Parad, N. Y., Family Service Association of America, 1965

3. Selected case examples and vignettes

Course Outline for Third School Year, 1968-69

Fall Quarter, 1968

Child Care Systems

Session 1: "The Family Under Stress"

A. Concepts and Principles
  1. The family is a social system which interacts with other social systems.
  2. Structurally, the family is composed of a man and woman joined in a socially recognized union, and their children, biologically their own or adopted.
  3. Functionally, the family provides for the care and rearing of children in a physical sense and prepares them to take their place in the context of society.
  4. The family system usually contains three subsystems: the spouse system, the parent-child system and the sibling system.
  5. Many young adults from affluent families are rejecting the values and attitudes of their parents and are "dropping out of society," which causes considerable strain in the family system.

B. Readings
  1. Tannar, Virginia L. Selected Social Work Concepts for Public Welfare Workers, Washington, D.C., U.S. Department of Health, Education and Welfare, Bureau of Family Services, 1965 Chapter 5.
  2. Drukman, Mason, The Revolt of Youth, a paper presented to an institute of the Regional Meeting of the Child Welfare League of America in Portland, Oregon, on April 30, 1968.

Session 2: "Dominant Cultural Determinants"

A. Concepts and Principles
  1. The family system and the individuals within it function within the larger social system of the American society.
  2. There are a number of cultural determinants which affect the thoughts and actions of individuals and groups within the society.
  3. Two of the cultural determinants are social class and race.
  4. Since all Americans are not born into families of equal social position, their values, attitudes and opportunities differ accordingly.
  5. Being a "non-Caucasian" adds further differences in values, attitudes and opportunities.

B. Readings
  1. Warner, W. Lloyd, Social Class in America, New York, Harper and Brothers, 1960, Chapter 1.
  2. Harrington, Michael, The Other America: Poverty in the United States, Baltimore, Maryland, 1963, Chapter 4.
  3. North, Robert D., "The Intelligence of the American Negro," in Minority Problems: a Textbook of Readings in Intergroup Relations, ed. Arnold M. Rose and Caroline B. Rose, New York, Harper & Row, 1965.

Session 3: "Dominant Cultural Determinants"

A. Concepts

1. In the heterogeneous society of the United States, a number of sub-cultures, in addition to those determined by class or race, have developed.
2. The diverse antecedents of the population of the United States have been the basis for a number of sub-cultures with value orientations different from those of the majority of Americans.
3. These differences need to be evaluated within their own social context and not as deviations from the "normal."

B. Readings

1. The American Indian, from editorial, "Help the Neediest First," The Christian Century, May 27, 1964.
2. Lindsay, Inabel D., "Influence of Socio-Cultural Factors on the American Family Today," in Report of the Cooperative Project on Public Welfare Staff Training: Volume II, Services to Families and Children in Public Welfare, Washington, D. C., U. S. Department of Health, Education and Welfare, 1963.

Session 4: "The Face of Poverty"

A. Concepts

1. Millions of people in the United States live in poverty in the midst of affluence.
2. Poverty is costly not only to the poor but to the whole society, since its by-products include ignorance, disease, delinquency, crime, irresponsibility, indifference. It is a social, as well as individual, problem.
3. Life looks very different from the bottom of society than it does from the middle or the top.
4. Essentially, the poor seek and value the same things as other Americans. Poverty makes for a constricted but recognizable variant of society-wide goals and standards.
5. The poor live under conditions which alienate them from the larger society.

B. Readings

1. Harrington, Michael, The Other America: Poverty in the United States, Baltimore, Maryland, 1963, Chapter 1.
2. Council of Economic Advisers, "Poverty Remains a Bitter Reality," in Poverty in Affluence, ed. Robert E. Will and Harold G. Vatter, New York, Harcourt, Brace & World, Inc., 1965.
3. Riessman, Frank, "A Portrait of the Underprivileged," in Poverty in Affluence.
4. Irelan, Lola M. and Arthur Besner, Low Income Outlook on Life.
5. Herzog, Elizabeth, "Mothers-at-Risk: Social and Economic Characteristics of High-Risk Mothers," Perspectives in Social Work, Vol. I, No. 1, 1966.
6. Carter, Barbara, "The Jalopy Nomads," in Poverty in Affluence.

Session 5: "A Theory of Child Development"

A. Concepts
1. Behavior is dynamic, the consequence or outcome of foregoing and present events.
2. Behavior is the result of interaction between inner and outer stimuli.
3. One theory holds that human personality develops from a ground plan that is laid out at the start, out of which the basic components arise from infancy to adulthood.
4. In each stage of development there is a central problem to be solved if the child is to proceed to the next step with confidence.

B. Readings
1. Tannar, Virginia L., Selected Social Work Concepts for Public Welfare Workers, Washington, D.C., U.S. Department of Health, Education and Welfare, Bureau of Family Services, 1965.

Session 6: "When the Family Can't: Who Gives Care? - A Survey of Child Care Services"

A. Concepts
1. If the family system cannot provide the child with the necessary care, qualitatively or quantitatively according to community expectations, the community acts in loco parentis.
2. The community assigns the task of rendering child welfare services to various child welfare agencies.
3. Services may be rendered to the child while it is living with its family, with a substitute family or in a child-care institutions.
4. Whenever possible, the child who lives away from his family, is eventually returned to his parental home.

B. Readings
1. Kadushin, Alfred, Child Welfare Services, New York, The MacMillan Company, 1967, Summaries on Child Welfare Services.

Session 7: "Presentations by Representatives from Child Care Agencies"

A. Concepts and Principles
1. Various agencies have different functions and structures each designed to care for certain problem populations within the community.
2. Adequate knowledge of purpose and functions of child caring agencies leads toward more efficient and suitable referrals and more complete after care services.

B. Readings

Handouts and brochures

Session 8: "Communication"

A. Concepts
1. Communication is verbal as well as nonverbal behavior within a social context.
2. Without communication, human beings would not be able to survive.
3. People communicate functionally or dysfunctionally.
4. The functional communicator gives clear information to others.
5. The dysfunctional communicator gives unclear information to others.
6. Communication is an interpersonal process.
7. None of us communicate ideally.

B. Readings
1. Satir, Virginia, Conjoint Family Therapy, Science and Behavior Books, Inc., 1964.
2. Peters, Mary Overholt, "A Client Writes the Case Record," The Family, Vol. XXVI, No. 7, November, 1945.

Session 9: "Intervention"

A. Concepts
1. Intervention can be at the request of the client or of the community.
2. Intervention should be aimed at helping the client cope with his situation.
3. The duration of intervention should be geared to the needs of the clients.
4. In the case of child neglect, intervention should take into account the societal stresses bearing down upon the parent or parents.
5. Socio-economic status has strong influence upon the visibility and form of deviant behaviors, including child neglect, and this affects the perception and appraisal of the community toward these behaviors.
6. A planned concentration of services for a community's most vulnerable group may in alleviating stress, prevent neglect or, at least, treat the problem in an early stage.
7. Intervention should make use of appropriate service systems available in the community.

B. Readings
1. Boehm, Bernice, "The Community and the Social Agency Define Neglect," a paper presented at the Child Welfare League of America, Midwest Regional Conference, St. Paul, Minnesota, May 1, 1964.

Session 10 and 11: 'Crisis Intervention"

A. Concepts
1. A state of crisis is an event for which the habitual problem solving activities of the individual are not adequate.
2. A state of crisis is not an illness. The hazardous event requires a solution which is new in relation to the individual's previous life experience.
3. A crisis is self-limiting in a temporal sense; it does not continue indefinitely.

4. In a crisis, people turn to the significant adults in their surroundings. Turning to a professional person may represent an impoverishment of resources in the social environment.
   Help needs to be available rapidly. A little help, rationally directed and purposefully focused at a strategic time is more effective than more extensive help given at a time of less emotional accessibility.

B. Readings
   1. Rapoport, Lydia, "The State of Crisis: Some Theoretical Considerations," in Crisis Intervention: Selected Readings, ed. Howard J. Parad, New York, Family Service Association of America, 1965.

Winter Quarter, 1969

Health Systems

Session 1: "The Nature of Need in Health Care"

A. Concepts
1. Medical care, its structures, goals and functions includes entire complex of personal relationships and organized arrangements through which health services are made available to the population.
2. The medical care complex consists of people needing health services, people providing health services and organized arrangements for performing care functions.
3. Great changes have occurred in health and medical care, with implications for all the components of the medical care complex.

B. Readings
1. "A Concept of Medical Care: Its Structure and Goals," by the Program Area Committee on Medical Care Administration of the American Public Health Association. Reprint.
2. "Rehabilitation as Interaction of Systems," by Simon Olshansky and Reuben J. Margolin. Reprint.
3. "Socio-Culturaly Influences on Health Behavior," by Benjamin J. Darsky.

Session 2: "The Concept of Disease"

A. Concepts
1. The theory about the causation of disease has changed from a supernatural notion of disease causation to a microbiological model, to a multi-causal theory that considers the multitude of factors which can produce disease.
2. The biodynamic view of health and illness is based on man's capacity of adaptation to his surroundings. Only to the extent to which the individual can fuse his physical and social adaptation does man succeed as an integrated person and remain well.
3. Adequate medical treatment reinforces nature's attempt to restore physiologic balance is dependent upon physical, psychological and sociological factors, treatment must be channeled through all these paths.
4. The biodynamic point of view calls for a secure link between the work of the physician and that of the social worker.

B. Readings
1. Ferment in Medicine, A Study of the Essence of Medical Practice and of Its New Dilemmas, by Richard M. Magraw, Chapter 2.
2. "The Biodynamic Point of View in Medicine," by H. M. Margolis.
3. "The Potentialities and Limitations of Epidemiology," by John Cassell. Reprint

Sessions 3 and 4: "Determinants of Health Behavior"

A. Concepts

1. The determination of individuals to seek medical care is influenced by social, cultural and economic factors.
2. The individual's choice of medical help is influenced by the structure and availability of medical services, by the individual's knowledge of physicians and medical institutions and by opinions among his social contacts or his reference groups.
3. The social-cultural setting in which the individuals seeking medical help and the individuals providing health services come together includes the doctor-patients relationship, the family and the community.

B. Readings

1. "The Disadvantaged and Health Care" by Alonzo S. Yerby. Reprint.
2. "Health Practices of the Poor" by Lola M. Irelan. Reprint.
3. "Social Determinants of Health Practices" by Gordon Macgregor.
4. "Socialogical Determinants" by Robert Strauss.
5. "Cultural Determinants" by Margaret Mead.

Session 5: "Community Service Systems in Health Care"
"Public Health Systems"

A. Concepts

1. Public Health Services came into being as a result of the scientific spirit and the growth of humanitarianism.
2. Public Health is the science and art of a) preventing disease; b) prolonging life, and (c) promoting health and efficiency through organized community efforts.
3. Public Health concerns populations or large groups of people, so that there is the need for organized community efforts to deal with problems which cannot be resolved through individual efforts.
4. Prevention of disease is the ultimate goal of Public Health, but barring prevention, Public Health is active in keeping disease in check. Mass disease is controlled by measures applied to the non-affected, through immunization, sanitation, hygienic habits, etc.

B. Readings

1. What Sets the Goal of Public Health? by Sir Geoffrey Vickers. Reprint.
2. A Brief Review of Public Health Principles and Methods by Lucy D. Ozarin.

Session 6: "Community Service Systems in Health Care"
"The Community Hospital System"

A. Concepts

1. The single most important institution influencing medical practice and medical care in the United States at the present time is the hospital. The relationship between the physician and the hospital has been undergoing significant changes.
2. The major forces which have changed the hospital are a) the expansion of knowledge in the biological sciences; b) the availability of money for construction; c) the

ability of the public to pay for service; d) hospital accreditation; e) the changing views and expectations of Americans toward hospitals; f) the emergence of hospital administation as a new professions; g) regional hospital as the center for community health; i) the changing legal responsibility of hospitals.

3. Medicine is passing through a transition from an individual to a collaborative enterprise. The authoritarian attitude of the physician is making the transformation of the hospital from being the doctors' workshop to an institution of medical teamwork difficult.
4. A new equilibrium is coming into being in the relationship of the physician to the governing board of the hospital, the medical staff, the hospital administrator and other hospital personnel, professional and nonprofessional.

B. Readings

1. *Ferment in Medicine, A Study of the Essence of Medical Practice and of its New Dilemmas*, by Richard M. Magraw; Chapters 8 and 9.

Session 7: "Community Service Systems on Health Care"
"The Private Practice of Medicine"

A. Concepts

1. Medicine is in a grave state of internal confusion and uncertainty. Contributing factors have been the changes in the spectrum of disease; the expansion of biological knowledge and the increasingly complicated technology of medicine; the reassignment of professional functions; the changes in payment for medical care; the medical institution in place of the doctor as a purveyor of care; the changes in medical education.
2. The relation between the physician and the patient calls for clear understanding of role performance on either side.
3. The physician needs to make a clear distinction between his personal self and his professional role, which is a difficult task in a profession as engulfing and personal as medicine.
4. The reciprocal interplay and essentially transactional character of the relationship between doctor and patient is often ignored by the individuals involved. The relationship between individual doctor and individual patient remains central but occurs in an increasingly complex socio-cultural matrix.

B. Readings

1. *Ferment in Medicine, A Study of the Essence of Medical Practice and of its New Dilemmas*, by Richard M. Magraw; Chapters 1, 5, 6, and 7.

Sessions 8, 9 and 10: "Social Work Intervention in Health Care"

A. Concepts

1. Acute and chronic illness affects the social as well as physical functioning of the patient and the social systems of which he is a member.
2. If the patient or/and significant others in his surroundings who would normally provide physical, psychological and financial supports falter, social work intervention

becomes necessary.

3. Social work intervention in health care may be in the nature of crisis intervention or long time treatment.

B. Readings

1. Ferment in Medicine, A Study of the Essence of Medical Practice and of its New Dilemmas, by Richard M. Magraw; Chapters 4, 12.
2. Social Work Treatment of the Crisis Caused by the Acute Physicial Illness and Hospitalization of the Alcoholic, by James R. Anderson, Jr.
3. Selected cases on intervention in Health Care.

Spring Quarter, 1969

Employment Systems

Sessions 1 and 2: "Attitudes toward Work"

A. Concepts
1. The meaning of work has undergone radical changes throughout the ages and in various cultures, from being a curse to mankind to being a good in itself.
2. Work and leisure have acquired new meanings in the modern world.
3. Automation threatens to increase the numbers of permanently unemployed in our society.

B. Readings
1. The Triple Revolution, A Statement by the Ad Hoc Committee on the Triple Revolution.
2. " Work and Leisure; Fusion or Polarity?, " by David Riesman and Warner Bloomberg, Jr., in Man, Work and Society.

Session 3: "The Three Faces of the Employment System"

A. Concepts
1. The employment system consists of three interacting components: employers, employees and organized arrangements for bringing employers and employees together.
2. Each component has its goals, values and expectations which together determine the boundaries, scope and direction of the employment system.
3. The larger problems of society greatly affect the employment system.

B. Readings
None

Sessions 4 and 5: "Service Systems of Employment

A. Concepts
1. There are a number of organized arrangements for bringing employers and employees together.
2. Various localities have all or a number of such organized arrangements.
3. Arrangements may include: the State Employment Office; The Division of Vocational Rehabilitation; Private Employment Agencies; Government Sponsored Work-Training Programs; Educational Systems; Labor Unions, Trade and Professional Organizations, and others.

B. Readings
Reprints obtained from the various employment sources.

Session 6 : "Occupational Information"

A. Concepts and Principles

1. A persons' work role and identity is an important factor in his self-identity.
2. The vocational interview is a specialized interview, designed to obtain certain information relating to helping the individual find a satisfactory employment role.
3. A wide variety of tests are available to evaluate an individual's abilities and aptitudes.

B. Readings

1. "Work Through the Ages" by Andriano Tilgher in Man, Work and Society, edited by Sigmund Nosow and Wm. H. Form.

Session 7 and 8: "The Individual is His Own Job Finder"

A. Concepts:

1. While various agencies are established to help people find jobs and re-training, most successful job-hunts are due to the individual's endeavors.
2. The job-hunter must be fully aware of two aspects in successful job-hunting: (a) what the employer needs and (b) what the individual has to offer.
3. There are certain methods, skills and knowledge necessary for the job seeker to understand and practice.

B. Readings

Handouts from guest lecturer.

Sessions 9 and 10: Intervention in the Employment Service System

A. Concepts

1. When people are unemployed, their social and personal functioning may become impaired. In addition to help in finding employment, unemployed individuals may need individual or family therapy.
2. Consequences on the family of an individual family member being employed or unemployed may be critical in the family's functioning.
3. Not all individuals are aware of or can use the institutional organized arrangements devised to aid an individual to become employed; informal or quasi-formal arrangements may be more efficient means than formal arrangements.

B. Readings

Selected case records.

APPENDIX G

CERTIFICATE PROGRAM IN THE SOCIAL SERVICES

NEW PROBLEM SOLVING APPROACHES TO HEALTH-CHILD CARE-EMPLOYMENT

A Comprehensive Education Plan for the
Social Worker with a Bachelor's Degree

Co-sponsored by The School of Social Work, Portland
State College and The Oregon State Public Welfare
Commission in cooperation with Division of Continuing
Education, Oregon State System of Higher Education

Page 1

CERTIFICATE PROGRAM IN THE SOCIAL SERVICES

The Certificate Program in the Social Services is designed to provide a practice-focused approach to training in social work for workers with a Bachelor's degree, employed in:

- Public Welfare
- Public Health
- Vocational Rehabilitation
- Public Schools
- Law Enforcement Agencies
- Correction Programs including:
  - Juvenile Courts
  - Probation Departments
  - Parole Departments
- Special Programs in Recreation and Employment

A comprehensive education plan has been devised. The program opens with a one-week Residence Seminar on the Portland State College campus. It is followed by a coordinated, integrated sequence of three courses involving two hours per class time - once a week for three academic quarter. The program concludes with a Residence Seminar at Portland State College. Along with class work, an innovative program has been developed, providing opportunity for planned field consultations with community specialists.

Appendix G , Page 1 cont.

Education objectives of the Certificate Program are:

- * To enhance the worker's awareness of the nature of individual and family problems in social functioning in problem areas of health, child care and employment.
- * To help the worker understand the values, primary strategies and organizational context of the community service systems in health, child care and employment.
- * To define the nature of social tasks for worker and client in the problem areas of health, child care and employment.
- * To develop skills in social and work intervention.

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COURSE CONTENT

SW 508 Workshop, Professional; Fields of Problem Management in Social Welfare

Opening Residence Seminar, September 19-23, 1966, Portland State College

Registration and completion by students of evaluative instruments for measuring before and after changes in knowledge and perceptions of core content will be introduced in the program.

Small group discussions and faculty presentations are designed to acquaint the students with the conceptual frame of reference undergirding the Certificate Program.

Fall Term, beginning September 26, 1966, The Nature of Need. Twelve sessions, once a week, 4 to 6 p. m.

Two instruction centers: Portland - Tuesday, Albany - Thursday. Precise location of classes to be announced in the Fall Bulletin, Portland State College.

The content of the first course examines the nature of need of clients in health, employment and child care; how client and worker interpret these needs in relation to socio-cultural and socio-economic determinants of individual beliefs and behavior.

Winter Term, beginning January 3, 1967, Community Service Systems in Health, Child Care and Employment. Twelve sessions, once a week, 4 to 6 p. m.

Appendix G , Page 2 cont.

Primary values and strategies employed by the community service systems in health, child care and employment will be reviewed, with particular emphasis on the social tasks for client and worker in each of the problem areas.

Spring Term, beginning March 27, 1967, Social Work Intervention in a Field of Problem Management Context. Twelve sessions, once a week, 4 to 6 p.m.

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Social work methods and practice concepts in problem solving in health, child care and employment will be analyzed. Use of casework, group work and community organization and development skills will be assessed.

Concluding Residence Seminar, June 5-9, 1967, Portland State College.

Learning opportunity will be provided students in the concluding residence seminar for synthesizing knowledge and practice concepts, focusing on the interplay of organizational concepts, nature of individual and family social functioning in problem areas, and the helping processes in social work.

PLANNED COMMUNITY CONSULTATION PROGRAM

Students will have a planned experience in each of the courses, in consulting with community specialists regarding assigned projects in each of the social problem areas discussed in class. Approximate field time is 12 hours per quarter.

CREDITS

Upon successful completion of the program each student will have earned a total of six graduate level credits and will receive a Certificate in the Social Services. (The credits earned in the Certificate Program cannot be applied to the Master's program in the School of Social Work, Portland State College.)

The Certificate Program, however, can serve as a pathway to the Portland State School of Social Work for those who have had prior difficulity in securing admission because of a low undergraduate grade point average. The admissions committee of the School of Social Work will give serious consideration to a letter of recommedation submitted by the faculty of the Certificate Program on behalf of a certificate student.

Appendix G, Page 4

ENROLLMENT

Enrollment will be limited to a total of 60 students, 20 in each center of instruction. The student body will consist of 50 State Public Welfare casework staff members employed in counties within daily commuting distance of the centers, and ten staff persons employed in social welfare agencies other than State Public Welfare.

Admissions - Public Welfare

Two basic requirements for admission to the program are: the applicant must be employed in a social work capacity or closely related work assignment at the time of application, and must have earned a Bachelor's Degree. Additional criteria for public welfare staff include:

1. Permanent civil service status in the rank of Casework I or II.
2. Plans to stay with the Public Welfare Commmission for one year following completion of the Certificate Program (unless granted educational leave).

INSTRUCTION CENTERS

Two centers of instruction will be established for the first year of the Certificate Program: Portland and Albany. Precise location of classes at each center will be announced in the fall schedules of Division of Continuing Education and Portland Center for Continuing Education.

FEES AND SCHOLARSHIPS

Certificate Program scholarships will be available the first year for 50 State Public Welfare casework staff members. Scholarships will include per diem and lodging, transportation for the two residence seminars for students enrolled in the Albany Center, and those attending the Portland Center from counties where daily commuting is not possible. Scholarships do not include daily transportation costs to class in the fall, winter and spring terms, nor per diem on the day of the two hour class.

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For students other than State Public Welfare casework staff, the fee charge will be $184. This includes $50 per residence seminar for a total of $100, plus $84 ($14 per credit hour - total credits earned: six). The fee charge of $184 does not include per diem and lodging, transportation to residence seminars or travel to late afternoon classes.

Scholarships available to State Public Welfare staff are part of grant award received by the State Public Welfare Commission from the Bureau of Family Services, Department of Welfare, Washington, D.C., Title 1115 project funds.

Appendix G, Page 5 cont.

CLASS HOURS

Class times other than residence seminars are:

Portland - Tuesday, 4 to 6 p. m.
Albany - Thursday, 4 to 6 p. m.

Residence seminars are scheduled:

Opening Residence Seminar - Portland Center for Continuing Education, September 19-23, 1966
Concluding Residence Seminar - Portland Center for Continuing Education, June 5-9, 1967

REGISTRATION

Complete the attached registration form as soon as possible and return to:

Oscar Kurren
Continuing Education for Social Work
P. O. Box 1491
Portland, Oregon 97207

Those admitted to the Certificate Program will receive registration cards by mail and instructions for participating in the opening Residence Seminar.

Appendix G,cont.

REGISTRATION FORM

Continuing Education in Social Work
School of Social Work
Portland State College

______Certificate Program
______Summer Study Institute
______Other ______________
Course Title and No.

1. Identification of worker and position: (PLEASE PRINT)
   a. Name Mr. / Miss / Mrs. ______________________ Male________ Female________
   Last First Middle
   b. Address ______________________ Tel.________
   Number Street City Zip
   c. Are you an employed worker? Yes___No___; Are you a volunteer worker? Yes__No__
   d. Official name of place of employment ______________________ Tel.________
   e. Address ______________________
   Number Street City State Zip County
   f. Official title of present position______________________
2. Age on last birthday: (Circle letter)
   a. Under 22 c. 25-29 e. 35-39 g. 45-49 i. 60 and over
   b. 22-24 d. 30-34 f. 40-44 h. 50-59
3. Marital status: (Circle letter)
   a. Single-never married b. Married c. Widowed, divorced or legally separated
4. Type of social service in which you work: (Circle one)
   a. Public Welfare, public assistance, child welfare (circle one)
   b. Family service agency
   c. Child welfare work noninstitutional (excluding court work with children)
   d. Child welfare work with children in institutions for dependent, neglected or delinquent children
   e. Court services for children
   f. School social work
   g. Social work in rehabilitation centers and workshops
   h. Social work in hospitals ans out-patient departments
   i. Social work in mental health clinics and centers
   j. Social work in public health departments
   k. Other (specify)______________________
   Social work in voluntary health organizations
   l. Work with adult offenders (e.g., parole, probation, work within prisons)
   m. Institutional care for the aged
   n. Other services to individuals or families (specify)______________________
   o. Informal education, leisure time (e.g., scouting, YWCA, etc.) exclusive or recreation
   p. Recreation
   q. Service to communities and agencies through health and welfare councils, United Funds and other community organizations and agencies
   r. Vocational Rehabilitation agency
   s. Faculty, School of Social Work
   t. Faculty, Other ______________________
   Department

5. Function in present employment: (Circle one)
    a. Providing direct services to individuals, family groups, or communities (e.g., caseworker, visitor, group worker, recreation worker, community organization worker)
    b. Supervising paid professional workers who are providing direct services to individuals, families, groups and communities
    c. Carrying executive responsibility (e.g., administrator, assistant administrators, executives, directors)
    d. Other (teaching, research, consultation, etc.) ________________
    e. None
6. Amount of full-time paid employment in social service positions with present employing organization: (Circle one)
    a. Less than 1 year
    b. 1 but less than 2 years
    c. 2 but less than 3 years
    d. 3 but less than 5 years
    e. 5 but less than 10 years
    f. 10 but less than 20 years
    g. 20 years or more
    h. None
7. Amount of full-time paid employment in all social service positions you have held, including employment with present organization: (Circle one)
    a. Less than 1 year
    b. 1 but less than 2 yrs.
    c. 2 but less than 3 yrs.
    d. 3 but less than 5 years
    e. 5 but less than 10 years
    f. 10 but less than 20 yrs.
    g. 20 years or more
    h. None
8. Amount of previous full-time paid employment in other than social service positions. Report total years of full-time paid employment in all positions except social service. (Circle one)
    a. None
    b. Less than 1 year
    c. 1 but less than 3 years
    d. 3 but less than 5 years
    e. 5 but less than 10 years
    f. 10 years or more
9. Type of previous full-time paid employment in other than social service positions: (Circle the one type of employment in which you have had the most full-time paid employment.)
    a. None
    b. Stenographic or clerical
    c. Selling
    d. Business or industry (other than occupations in this list)
    e. Government (other than occupations in this list)
    f. Law
    g. Elementary or high school teaching
    h. Nursing
    i. Other (specify) ________________
10. Amount of education, through bachelor's degree: (Circle one corresponding to maximum education.)
    a. No college work
    b. Less than 2 years
    c. 2 years or more without bachelor's degree
    d. Bachelor's degree
11. Field of concentration in undergraduate college work: (Circle one in which you received most credits.)
    a. No college
    b. Undergraduate sequence in social welfare
    c. Recreation
    d. Sociology
    e. Psychology
    f. Other social sciences
    g. Education
    h. Physical education
    i. Business administration
    j. Other (specify) ________________

12. Amount of graduate work and highest degree held (Circle one)

a. No graduate study	d. No master's degree
b. Less than 1 year	e. Master's degree
c. More than 1 year of graduate study	f. Doctorate

13. Field of concentration in graduate courses: (Circle the one field in which you have the most graduate level courses.)

    a. No graduate courses
    b. Social work
    c. Recreation
    d. Sociology
    e. Psychology
    f. Public administration
    g. Other social sciences
    h. Education
    i. Other (specify) ____________________

14. Special Courses, Institutes and Workshops Attended Last Three Years:

Name of Course, Institute or Workshop	Date

APPENDIX H

Evaluation of First Year

Responses to the question, " What aspects of the Certificate Program were most relevant to your work?"

Group No.	Responses
I	Crisis Intervention. Interaction with class members. Interaction with members of other agencies.
II	Presentation of useful theoretical and practical information. Assignment of high quality reading material.
III	Crisis Intervention. Presentation of group work methods. Familiarization with other agencies. Presentation of materials about lower socio-economic groups.
IV	The opportunity to gain perspective on one's job and agency. Presentation of material on interviewing.
V	New awareness of community functioning. Sharing experiences with members of other agencies.
VI	Crisis Intervention. Group work. Learning to make use of the literature in the field of social welfare.

Responses to the question, "Did the contents of the three quarters form a sequence?"

Group No.	Responses
I	First and third quarter formed a sequence, but second quarter did not seem to fit in.
II	Three quarters not entirely in sequence, with part of the material in each quarter apparently unrelated.
III	Would have preferred a single topic each quarter with crisis intervention stressed in each.
IV	First and third quarters more of a sequence than second.
V	Block plan preferred with one topic for each quarter.
VI	Sequence was not clear throughout the three quarters, but seemed clearer in retrospect.

Responses to the question, "What suggestions do you have for next year's Certificate Program?"

Group No.	Responses
I.	Illustrate concepts by giving examples. Gear section on employment more toward social work. One teacher for each quarter with resource people as needed.
II	More thorough explanation of the conceptual framework at the beginning of the school year. Limit the number of long written assignments. Limit role playing.
III	Gear section on employment more toward social work. Resource speaker should be at the caseworker level. Relate class discussions to reading assignments.
IV	There should be one basic text for each problem area. Inclusion of more members from agencies other than the Welfare Department.
V	Class hours to be earlier and not from 4-6 p. m. Outside speakers not administrators but closer to the practitioner level. Each quarter should deal with one problem area.
VI	Less role playing. Outside speakers not administrators. Inclusion of more class members who are not members of the Welfare Department.

Evaluation of the Second-Year Certificate Program

To the Students-- Please answer the following questions as thoughtfully and honestly as you can. We use students' evaluations to help us in making changes for the next year's Program. These questionnaires are confidential, used only by the Certificate Program administrative staff. Thanks for your help.

1. Were your expectations of the Certificate Program mostly met? Explain.

2. Was the nine-month course work applicable to your work? Explain.

3. To you, what were the positive gains from taking the Certificate Program?

4. What were the least productive aspects of the Program?

5. Evaluate the general quality of the teaching in your Center.

Evaluation of Second Year

At the end of the Spring Seminar, students were asked to evaluate the entire year by answering five questions which dealt with their original expectations of the course, the applicability of course content to their work, positive gains from the Program, the least productive aspects and the quality of teaching in their center.

Tables one, two and three show percentage responses to three questions regarding students' expectations, the applicability of the course work and the quality of teaching. Caution should be used in interpreting these figures, for the total number of graduating students are not represented in the returns: some responses were not obtained. Also, because of the nature of the answers, a judgment by the rater was made to place the responses in one of three categories. For questions one and two, an answer which was unqualified "yes" or "no" was put in the appropriate category, while a qualified answer indicating that parts of the curriculum were appropriate and others were not gained a "yes/no" category. Answers to the third question were also categorized as unqualified "poor" or unqualified "good/excellent." Answers which indicated "generally good but sometimes not" fell into the "average" category.

With the preceding cautions, looking at the student body's responses to the first question (Table 1), "Were your expectations ... met?," 70 percent of the students said "yes," or a qualified yes while 30 percent said "no." A number of people saying "no" had hoped that the Certificate Program would give them more practical help in dealing with their problems, while the unqualified "yes" answers indicated they appreciated the wide scope of the curriculum, for example, "Yes, I feel I have gained information that will give me more confidence in performing my job and to understand problems that arise in the agency." "Yes, my education had not been focused on social work and I was very poorly prepared for the work I was doing. The Certificate Program did a great deal to help me overcome this handicap."

To the question of, "Was the ... course work applicable to your job?," (Table 2) 91 percent, including the qualified yes answers, said the course work was applicable while 9 percent answered no. Again, the "no" answers reflected a desire for more practical help in dealing with problems on the job. The qualified "yes" answers generally indicated that the sections of the curriculum which did not deal directly with problems in their caseloads, for example, a child welfare worker in the employment sequence, were less applicable than the quarter which dealt with child care systems.

Regarding the third question, (Table 3) regarding the quality of teaching, 89 percent said it was generally good or excellent while 21 percent felt it was mediocre to poor.

A review of the tables show that there is a wide divergence in responses among the five centers, particularly to the third question. For example, the answers of students in Centers one and four in response to the question regarding quality of teaching shows that in both groups, about half the students felt that the quality was less than adequate whereas in the other three centers, a high majority rated the teaching as good or excellent.

Answers to the question regarding applicability of course work to students' work indicate that no students except in Center one found the studies unapplicable to their work.

In one center, where the quality was evaluated as "mediocre to poor," about half thought the course work was applicable and another half gave "in some ways it was" answer. In the other center where about one-half of students rated the quality of teaching as "mediocre to poor," only 16 percent saw the course work as applicable to their jobs; about one-half gave an "in some ways it was applicable" answer and about one-third gave evaluations which indicated that they saw little use or carry-over of the course to their work. It should be noted that some students in this center felt that the teacher was hampered by a too rigid curriculum, poor selection of texts and readings and meaningless tests.

These criticisms are interesting because all five centers used the same curriculum, texts and readings and the same examinations and the criticisms do not appear in any significant number in the other centers' evaluations.

It appears that there is some relationship between the students'perception of their teachers' ability and their evaluation of quality and meaningfulness of the curriculum. If this is a valid finding, at least one consequence is that teachers, in order to maximize learning experiences for students, must find ways to help students to apply theory to practice.

Student Responses to Questionnaire

Table 1: Were your expectations met?

Center	Percentage of Responses			
	No	Yes and No	Yes	Totals
one	73.6	15.8	10.6	100 %
two	--	13.4	86.6	100 %
three	29.4	--	70.6	100 %
four	20.0	26.6	53.4	100 %
five	10.0	20.0	70.0	100 %
	N=23	N=11	N=42	N=76
Percentage of total	30.3	14.5	55.2	100 %

Table 2: Was it applicable?

Center	Percentage of Responses			
	No	Yes and No	Yes	Totals
one	33.9	47.3	15.8	100 %
two	--	6.6	93.4	100 %
three	--	47.0	53.0	100 %
four	--	40.0	60.0	100 %
five	--	50.0	50.0	100 %
	N=40	N= 7	N=29	N=76
Percentage of total	52.6	9.2	38.2	100 %

Table 3: Quality of Teaching

Center	Percentage of Responses			Totals
	No	Yes and No	Yes	
one	41.2	31.5	27.3	100 %
two	--	--	100.0	100 %
three	47.0	53.0	--	100 %
four	--	6.6	93.3	100 %
five	--	--	90.0 *	90 %
	N=16	N=16	N=44	N=44
Percentage of total	21.05	21.05	57.9	100 %

* One respondent did not answer.

Evaluation of Third Year

1. We'd like to know how the seminar speakers turned you on (or off). Please rank the following topics in order of how they appealed to you -- giving No. 1 to one which turned you on the most, on through No. 8, which signifies the least interesting. Two or more topics can be given the same number.

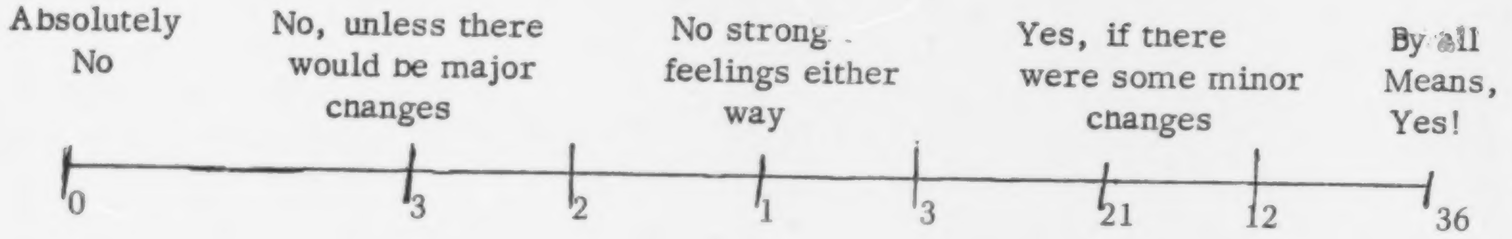
   a. "Behavioral Modification," Hegrenes, etal ______
   b. "Law, Order and Drugs," Strudgeon and Irwin ______
   c. "Black and White," Goodwin ______
   d. "Do's and Don't's of Working with Alcoholics," Scott ______
   e. "Up from Poverty," Pearl ______
   f. "The Family: What Next?" Bisno ______
   g. Wednesday's Option (write yours in) ______
   h. Thursday's Option (write yours in) ______

2. Now, for your No. 1 choice, briefly say why you gave it that choice.

3. And, for the topic which got your "last choice," why did it/he/she not make it as well?

4. Were any of the eight topics a complete waste of your time? ______ Yes ______ No If "yes," which and why?

5. Now, consider the entire year and put on the continuum line your answer to the following question. A friend is talking to you about your experience in the Certificate Program. He/she asks, "Would you recommend my taking the Certificate Program?" Put a mark in the line below which best describes your answer.



Seventy-eight of a possible eighty-nine responses were obtained. The number of students indicating their choice is noted under the continuum line.

Evaluation of Fall Quarter, 1969

Instructions for completing this form

Indicate class section you are in ______________ | Section for Portland or Eugene Students

The first two questions have two parts requiring (1) a rating (2) written elaboration on your rating. Regarding the "rating line," put an "x" on the line indicating the position which most nearly represents your rating. In your elaboration of the rating, and to the remainder of the questions, be brief but use the other side of the paper if you need to.

BE THOUGHTFUL, HONEST AND PROMPT IN YOUR REPLIES. THANK YOU.

1. Were your expectations for fall quarter met?

   none — some — generally — mostly — all

   a. Elaborate on your rating. ______________

2. Was the fall quarter course material relevant and pertinent to your work?

   none — some — generally — most — completely

   a. Elaborate on your rating. ______________

3. What suggestions do you have for the improvement of the methods and quality of teaching? ______________

4. To you, what have been the positive gains and/or aspects of fall quarter? ______________

5. What were the least productive aspects of fall quarter? ______________

6. Any other comments or suggestions: ______________

Table 4 Student Response to Fall Quarter, 1968, Evaluation, Question Number 1.

Were your expectations for fall quarter met?

Center	Number of Students					
	None	Some	Generally	Most	All	Totals
Portland, Sect. 1	0	1	4	7	0	12
Portland, Sect. 2	0	1	4	8	2	15
Eugene, Sect. 1	0	2	4	1	1	8
Eugene, Sect. 2	0	2	3	4	0	9
Roseburg	4	1	2	5	0	12
Bend	0	2	3	5	1	11
Center not noted	0	1	0	2	0	2
Totals	4	9	20	32	4	69
Percentage of Total	5.7 %	13 %	28.6 %	46.3 %	5.7 %	100 %

Table 5 Student Response to Fall Quarter, 1968, Evaluation, Question Number 2.

Was the fall quarter course material relevant and pertinent to your work?

Center	Number of Students					
	None	Some	Generally	Most	All	Totals
Portland, Sect. 1	0	3	3	4	2	12
Portland, Sect. 2	0	3	3	6	3	15
Eugene, Sect. 1	1	2	3	1	1	8
Eugene, Sect. 2	0	2	3	4	0	9
Roseburg	3	1	3	3	2	12
Bend	0	3	3	3	0	11
Center not noted	0	0	5	2	0	2
Totals	4	14	20	23	8	69
Percentage of Total	5.7 %	20.2 %	28.6 %	33.3 %	11.5 %	100 %

APPENDIX I

Student Involvement Techniques: A Case Example

Example of One Session Using Techniques of Student Involvement
First Session (2 hours) of Spring Quarter, on Employment Systems

Setting: Bend, Oregon Center. Present were the Certificate Program Instructor, the guest lecturer, Wayne Plummer, Division of Continuing Education Faculty, fourteen students, and in the morning the County Public Welfare Administrator and two of his supervisors; in the afternoon, four unemployed Public Welfare recipients were present.

Teaching Goals: To make students more aware of the problems and feelings of the unemployed; to make the student more aware of his own feelings about employment and unemployment; to suggest some new methods and techniques of working with the unemployed and with employers.

Procedure No. 1: Instructors passed cards to students asking them to write what they wanted to learn about employment (goal: Involving students to set their own learning goals)

Procedure No. 2: Students to mill around to greet everyone and ask one diagnostic question pertaining to the other student's job, for example, "What do you like most about your job?" (goal: helping students to become acquainted with each other and to warm up to subject matter of employment)

Procedure No. 3: Choose a partner and discuss these two questions for about fifteen minutes: (a) think of a time when you were out of work and were looking for a job. How did you feel? Did you act, dress or talk differently? (goal: to help students to understand, emotionally and intellectually, what it is like to be unemployed and poor) (b) recall a time when you had work done for you and you were dissatisfied with the work done. How did you express your feelings? (goal: to help students understand the employer's predicament)

Procedure No. 4: Now, form quartet groups and share with the other three what you had written on your card (from Procedure No. 1) (goal: to reinforce and enlarge the principle of student involvement in setting their learning goals)

Procedure No. 5: In the same quartet groups, each student take a number from one to four. Two students will role play an interview of an employer-job applicant situation described in the following paragraphs. The other two students will observe. Then, the first two students will reverse roles. After this, students numbered three and four repeat the roles playing with a different situation, described in the following paragraphs. (goals: to increase the caseworker's empathy for both the unemployed person and for the predicament of the employer; to offer observers experience in analyzing interview techniques)

Role playing situation for students 1 and 2:

ADC - UNEMPLOYED FATHER

Employer

You are foreman of a small construction company which can now hire a few more men for the spring and summer to load and unload lumber, stack, take waste to the dump, and perhaps some unskilled carpentry. You pay (non-union) $1.75 an hour for this unskilled work - 40 hour week. If it rains they don't work. You want a dependable, reliable worker, who will come to work on time every day.

Try to: (1) stick to $1.75 an hour
(2) get a guy you know will be reliable

Employee

You are 42, 8th grade education, currently on ADC-Un, five children - 8 to 17 years. You have tried several jobs in the past few years, but can't seem to get along with the boss and so have quit. You have had a drinking problem, but only drink on weekends now. You want to work and get off welfare, but you want a job to pay more than you get on welfare. You worked in a saw mill up until three years ago, when the mill closed down and you can't seem to find any steady job now. Your reputation for drinking too much has not helped.

You think you should get $2.50 an hour minimum for a 40 hour week.

Role playing situation for students 3 and 4:

ADC MOTHER

Employer

You own a cafe and have just advertised for a waitress. It is a short order cafe open from 5 a.m. to 2 a.m. (three shifts). You employ four per shift--a short order cook, and three waitresses. You need a waitress at once - 1 to 9 p.m. shift - require her to be neat and clean, to furnish her own outfit and be responsible and to be willing to do some dish washing, if needed. You pay $1.25 an hour and you know they get about $30 a month extra for tips.

Try to: (1) stick to $1.25 an hour
(2) stick to 1 to 9 p.m. shift

Employee

You are an ADC mother, age 32 - divorced three years - three children - ages 7, 10 and 15. You have had three years of high school. You want to get off ADC and be self-supporting, but you are worried about your 15-year-old girl bringing boys home when you are gone.

You have seen an ad in the paper for a waitress and feel you could do this work but:

(1) you want to be home by 7 p.m. This means your 15-year-old would be looking after the children from 3:30 to 7 p.m.
(2) you feel you would have to earn at least $2.00 an hour to come out even, and more if you want to earn more than your ADC Grant. Consider car fare and clothing.

Procedure No. 6: Still in quartet groups, discuss what changes our society needs to make regarding employment problems. (goal: to help students see the relationship and problems between the individual situation and the larger societal problems)

Procedure No. 7: In the large group, discuss with students how they wish to use the four unemployed client-consultants who will be meeting with the class for the two-hour, afternoon session. What do they want to know from them, why, and how can we best get this information? (goal: student participation in his own learning process; to bring abstract content down to the reality which is the client-caseworker world)

APPENDIX J

Student Characteristics Over Three Years, 1966-1969

1. Tables of Characteristics of Students, 1966-67
2. Tables of Characteristics of Students, 1967-68
3. Tables of Characteristics of Students, 1968-69

Tables of Characteristics of Students: First Year, 1966-67

Comparison of Four Populations

(1)	Eligible Population	(N = 400)
(2)	Applicants for Program	(N = 110)
(3)	Students	(N = 50)
(4)	Control Group	(N = 60)

Table 1 - By Age Category

Age	Total Population (N = 400)	Applicants (N = 110)	Students (N = 50)	Control Group (N = 60)
20-29.9	50% (198)	42% (46)	44% (22)	40% (24)
30-39.9	18 (72)	22 (24)	22 (11)	22 (13)
40-49.9	16 (68)	27 (30)	26 (13)	28 (17)
50-59.9	11 (43)	8 (9)	8 (4)	8 (5)
60-over	5 (19)	1 (1)	0 (0)	2 (1)
	100% (400)	100% (110)	100% (50)	100% (60)

Table 2 - By Sex Ratio

Sex	Total Population (N = 400)	Applicants (N = 110)	Students (N = 50)	Control Group (N = 60)
Male =	23.5% (94)	26% (29)	24% (12)	28% (17)
Female =	76.5 (306)	74 (81)	76 (38)	72 (43)
	100. % (400)	100% (110)	100% (50)	100% (60)

Table 3 - Characteristics of Students in Two Teaching Centers by Age

Age	Albany Students (N = 25)	Portland Students (N = 25)	Total Students (N = 50)	Control Group (N = 60)
20-29	44% (11)	44% (11)	44% (22)	40% (24)
30-39	16 (4)	28 (7)	22 (11)	22 (13)
40-49	32 (8)	20 (5)	26 (13)	28 (17)
50-59	8 (2)	8 (2)	8 (4)	8 (5)
60-over	0 (0)	0 (0)	0 (0)	2 (1)
	100% (25)	100% (25)	100% (50)	100% (60)

Table 4 - Characteristics of Students in Two Teaching Centers by Sex

Sex	Albany Students (N = 25)	Portland Students (N = 25)	Total Students (N = 50)	Control Group (N = 60)
Male	25% (5)	28% (7)	24% (12)	28% (17)
Female	75% (20)	72% (18)	76% (38)	72% (43)
	100% (25)	100% (25)	100% (50)	100% (60)

Table 5 - Marital Status of Applicants - Students and Control Group

Status	Total Applicants (N = 110)	Two Centers		Total Students (N = 50)	Control Group (N = 60)
		Albany	Port.		
Single	9% (10)	(1)	(4)	10% (5)	8% (5)
Widowed/ Separated	12 (13)	(3)	(0)	6 (3)	17 (10)
Married	79 (87)	(21)	(21)	84 (42)	75 (45)
	100% (110)	(25)	(25)	100% (50)	100% (60)

Table 6 - Amount of time Employed by Present Agency, i.e. Public Welfare

Years	Portland Center	Albany Center	Totals	(N = 50)
Less than 1 yr.	5	7	24%	(12)
1 yr. to 2 yrs.	7	1	16	(8)
2 yr. to 3 yrs.	6	5	22	(11)
3 yr. to 5 yrs.	1	4	10	(5)
5 yr. to 10 yrs.	5	6	22	(11)
10 yr. to 20 yrs.	0	2	4	(2)
29 yrs. or more	1	0	2	(1)
	25	25	100%	(50)

Table 7 - Type of Non-Social Service Position Prior to Employment by Public Welfare

	Albany	Portland	Totals	
a. None	6	2	8	16%
b. Steno.	6	8	14	28
c. Selling	3	1	4	8
d. Bus./ Industry	6	7	13	26
e. Government	0	5	5	10
f. Law	0	0	0	0
g. Teaching	2	0	2	4
h. Nursing	0	1	1	2
i. Other	2 *1	1 *2	3	6
	25	25	50	100%

*1
(1) Dental Assistant
(2) Newspaper Reporter

*2
(1) Cottage Parent

Table 8 - Undergraduate Concentration of Public Welfare Students

	Albany	Portland	Total
Sociology	8	10	18
Psychology	2	2	4
Other Soc. Sciences	5	3	8
Education	3	3	6
Business Administration	1	2	3
Other	6 *1	5 *2	11
	25	25	50

*1
1 Journalism
1 English
1 Speech-Literature
1 Foreign Language
1 Political Science
1 Home Economics

*2
1 English Literature
1 Foreign Language
1 Home Economics
1 Philosophy and French
1 Engineering

Tables of Characteristics of Students, 1967 -68

TABLE 1

Distribution and Average by Age and Sex of All Students

Age Group	Males	Females	Total Number of Students
Under 25 years	5	12	17
25 to 30 years	15	5	20
30 to 35 years	10	2	12
35 to 40 years	3	7	10
40 to 45 years	5	9	14
45 to 50 years	3	8	11
50 to 60 years	2	9	11
	43	52	95
Average Age	33. 19 yrs.	43. 17 yrs.	38. 73 yrs.

TABLE 2

Distribution of Age and Sex by Teaching Center

Age and Sex Groups

Centers		Under 25 yrs.	25 - 30	30 - 35	35 - 40	40 - 45	45 - 50	50 - over	Totals
Northern:	Male	0	2	3	1	1	1	0	8
	Female	5	3	0	3	2	1	1	15
	Total	5	5	3	4	3	2	1	23
Central:	Male	2	2	4	0	1	1	0	10
	Female	2	2	1	2	1	2	0	10
	Total	4	4	5	2	2	3	0	20
Southern:	Male	0	7	1	1	1	1	2	13
	Female	4	0	0	0	2	1	3	10
	Total	4	7	1	1	3	2	5	23
Eastern:	Male	3	3	2	0	1	0	0	9
	Female	1	0	0	2	1	1	3	8
	Total	4	3	2	2	2	1	3	17
Four Workers' Centers:	Male	5	14	10	2	4	3	2	40
	Female	12	5	1	7	6	5	7	43
	Totals	17	19	11	9	10	8	9	83
Percentages (N=83)		21%	24%	13%	11%	12%	8%	11%	100%
Supervisors' Center	Male	0	1	0	1	1	0	0	3
	Female	0	0	1	0	3	3	2	9
	Total	0	1	1	1	4	3	2	12
Five Center Totals:	Male	5	15	10	3	5	3	2	43
	Female	12	5	2	7	9	8	9	52
	Total	17	20	12	10	14	11	11	95
Percentages (N=95)		18%	21%	13%	10.5%	15%	11.5%	11.5%	100%

TABLE 3

Distribution of Years of Public Welfare Experience by Sex and Teaching Center

		Years Of Experience							
Centers		Less than 1 yr.	1 -2 yrs.	2-3 yrs.	3-5 yrs	5-10 yrs	10-20 yrs.	20 or more	Totals
Northern:	Male	1	2	1	2	1	1	0	8
	Female	6	3	1	0	4	1	0	15
	Total	7	5	2	2	5	2	0	23
Central:	Male	5	1	1	2	0	1	0	10
	Female	3	4	0	1	2	0	0	10
	Total	8	5	1	3	2	1	0	20
Southern:	Male	1	5	1	1	4	1	0	13
	Female	5	0	1	1	1	2	0	10
	Total	6	5	2	2	5	3	0	23
Eastern:	Male	4	2	0	3	0	0	0	9
	Female	3	1	0	0	2	1	1	8
	Total	7	3	0	3	2	1	1	17
Four Caseworkers' Centers	Male	11	10	3	8	5	3	0	40
	Female	17	8	2	2	9	4	1	43
	Total	28	18	5	10	14	7	1	83
Percentages (N=83)		34%	22%	6%	12%	17%	8%	1%	100%
Supervisors'	Male	0	0	1	1	1	0	0	3
	Female	0	0	0	2	3	3	1	9
	Total	0	0	1	3	4	3	1	12
Five Center Totals:	Male	11	10	4	9	6	3	0	43
	Female	17	8	2	4	12	7	2	52
	Total	28	18	6	13	18	10	2	95
Percentages (N=95)		30%	19%	6%	14%	19%	10%	2%	100%

Tables of Characteristics of Students, 1968 - 69

Table 1: Distribution of Age and Sex for students in 1968-69

Age Group	Males	Females	Totals
Under 30 years	22	21	43
30 - 39.9 years	10	12	22
40 - 49.9 years	5	13	18
50 years and over	0	13	13
	37 (39 %)	59 (61 %)	96 (100 %)

Table 2: Distribution of Age and Sex for students in 1967-68

Age Group	Males	Females	Totals
Under 30 years	20	17	37
30 - 39.9 years	13	9	22
40 - 49.9 years	8	17	25
50 years and over	2	9	11
	43 (45 %)	52 (55 %)	95 (100 %)

Table 3: Distribution of Age and Sex by Center, 1968-69

Center	Under 25	25-30	30-35	35-40	40-45	45-50	50 and over	Totals
Portland								
Male	3	7	2	3	--	1	--	16
Female	3	5	6	2	2	--	4	22
	6	12	8	5	2	1	4	38
Eugene								
Male	2	6	--	--	--	3	--	11
Female	2	3	1	1	3	2	5	17
	4	9	1	1	3	5	5	28
Roseburg								
Male	--	2	1	--	1	--	--	4
Female	2	3	1	--	1	1	3	11
	2	5	2	--	2	1	3	15
Bend								
Male	2	--	2	2	--	--	--	6
Female	--	3	--	1	2	2	1	9
	2	3	2	3	2	2	1	15
Total	14	29	13	9	9	9	13	96
Percentage of total	14.6	30.2	13.5	9.4	9.4	9.4	13.5	100 %
Second Yr. Percentage	18	21	13	10	15	11.5	11.5	100 %